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ABSTRACT

This annual report delineates Brooklyn District 22's program goals and activities for the school year 1977-1978. Included are reports on language arts programs, the district ecology center, science education, math education, staff development, social studies, consumer education, libraries, Title IX, education for the gifted, guidance services, art and music education, bilingual and English as a Second Language programs, special education, attendance, the district drug abuse prevention program, and adult education. Individual reports for each elementary and junior high school in the district are included. The report concludes with goals for the 1978-1979 school year. (MK)

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ED189258

Gateway

REPORT

1977 - 1978

COMMUNITY SCHOOL DISTRICT

22

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DISTRICT 22

2525 HARING STREET, BROOKLYN, NEW YORK 11235

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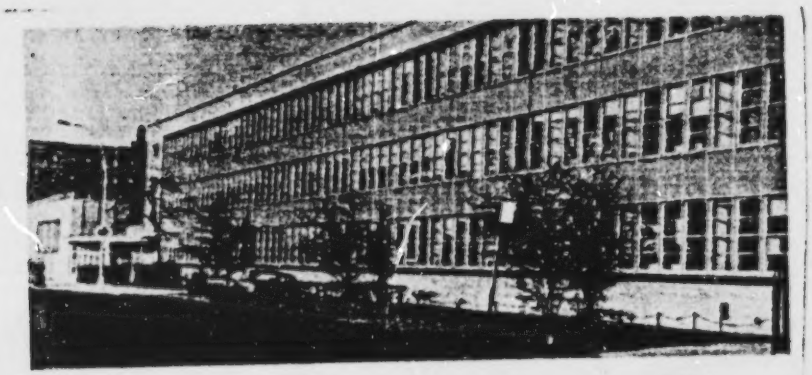
1977 - 1978



CONTENTS

Message From The Superintendent
Message From The Community School Board
District Goals 1977-1978..... 1
Language Arts..... 2
Reimbursable Programs for 1977-1978..... 4
Ecology Center..... 8
Science..... 10
Math..... 11
Staff Development..... 11
Social Studies..... 12
Consumer Education..... 14
Libraries..... 14
Title IX..... 14
I.G.C..... 15
Guidance Services..... 15
Art and Music..... 17
Bilingual Education and E.S.L..... 18
Special Education..... 20
Bureau of Attendance..... 21
Alternatives..... 23
Adult Education..... 24
Principals - PA/PTA Presidents and C.S.B. Liaison..... 25

Schools: P.S. 52 - J.H.S. 278..... 26-74

Looking Ahead..... 75

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"Wonder is the opposite of cynicism and boredom; it indicates that a person has a heightened aliveness, is interested, expectant, responsive. It is essentially an 'opening' attitude...an awareness that there is more to life than one has yet fathomed, an experience of new vistas in life to be explored as well as new profundities to be plumbed."

"Man's Search for Himself"
Rollo May

MESSAGE FROM MR. BRANDE

As I review the progress of this past year I am satisfied that the educational decisions we have made have been in the best interests of our children. We have continued to focus on equipping our students with the kinds of skills and attitudes they will need in order to develop the intelligence, the humane behavior -- indeed the wisdom -- not only for now but for the future. Our concerns have always been to meet the needs of the children and to work with parents and community to achieve mutual goals.

The staff at the District Office and I, working with the District's schools, are aware that successful programs need nurturing and continued alertness to what is happening in research, in philosophy and thinking. In view of what we learn, we have provided for the continuing education of our professionals and for opportunities to reexamine what we have accomplished. Together, all of us -- teachers, supervisors, consultants, community members, have made plans to broaden our horizons and to raise the general cultural level.

I am proud to say that we have not lost the feeling of adventure toward learning and that an essential of what we are nurturing is a sense of wonder to complement the basic skills they are being taught.

Sincerely,

Ralph T. Brande

RALPH T. BRANDE
COMMUNITY SUPERINTENDENT

MESSAGE FROM

THE COMMUNITY SCHOOL BOARD

Our schools are what we make them, and the way we shape them depends on how we perceive them. District 22 perceives its schools in an environment that nurtures educational partnership - where the schools and the community respond to the needs and aspirations of our children and their families.

The Community School Board, the superintendent, and the entire professional staff have identified those goals which produce creative, humane, caring citizens and develop intelligent behavior. We are determined to prepare our youngsters for living in this current and future world by providing them with a humanistic orientation. The results of our efforts have proved to be intellectually and spiritually sound. Indeed, we ensure quality education by providing the leadership that is necessary to encourage emotional and physical growth in addition to academic achievement.

We are secure in retaining an idealistic and optimistic approach because our basic priority, as always, is our children.

Sincerely,

J. SHELLEY APPLBAUM, ACTING CHAIRMAN
COMMUNITY SCHOOL BOARD

DISTRICT GOALS 1977 - 1978

The District 22 Goals for any year are general and of a continuous nature. These goals for 1977-78 combined the efforts of teachers, supervisors, parents and Community School Board, and, served as a frame of reference for them. Wherever necessary schools added specific goals to meet their individual needs.

Basic Skills

Goal 1: Mastery of the basic skills of communications and reasoning essential to live a full and productive life.

Mental, Physical, and Emotional Health

Goal 2: Ability to maintain one's mental, physical, and emotional health.

Knowledge

Goal 3: Understanding in the humanities, social sciences, and natural sciences at a level required to participate in an ever more complex world.

Cultural Appreciation

Goal 4: Knowledge of and appreciation for our cultural heritage and capacity for creativity, recreation, and self-renewal

Self-Realization

Goal 5: Ability to sustain learning throughout a lifetime in order to adapt to the new demands, new opportunities, and values of a changing world.

Citizenship and Political Understanding

Goal 6: Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society.

Human Relations

Goal 7: Understanding of, respect for, and ability to relate effectively to other people in our own and other nations -- including those of different sex, origins, cultures, and aspirations.

Physical Environment

Goal 8: Knowledge of the environment and the relationship between one's own acts and the quality of the environment.

Values and Ethics

Goal 9: Competence in the processes of developing values -- particularly the formation of spiritual, moral, and ethical values which are essential to individual human dignity and a humane civilization.

District 22's language arts program is set up within a framework of major goals for the district. It is characterized by diversity based on needs of the students in the individual schools. The District's program is supported by the most recent research findings, which serve as guides to focus decisions on the strategies, methods and materials necessary to assure learning and development for each child.

The professional levels of our teachers are high, and, with the added support of in-service training, participation on committees, attendance at school, local, national conferences and graduate school, they strive to meet the standards needed to take responsibility for the growth of our children.

> "....after these studies had been reported.... (we learned) that the teacher, not the method, was the causal factor for the range of achievement in each method..." *

It is through the continuing growth of the professionals with community support that we develop the kind of responsibility which promotes our humanistic approach to all aspects of language arts. We assure learning and personal development by providing experiences, background, and stimuli to improve reading and writing skills. We have been able to focus on written composition for both content and form. We are placing greater emphasis on aspects of oral communication, improvement of speech patterns and listening skills. Our schools win top prizes for their publications. The assembly programs, drama clubs, literature classes flourish. The enthusiasm of participants who are involved with contemporary writing, original writing, choral speaking, storytelling is evident by its excellence.

District 22 was highlighted in a presentation at the Toward Humanistic Education in April of 1978, for its creative approach to language arts through theater. The publication"District 22 Language Arts Festival", comes from a theater grant. "Alone Does Not Mean To Be By Yourself" is an anthology of poetry coming from the poet residencies.

We have received grants from Poets-in-Schools, New York Foundation for the Arts, Young Audiences, Lincoln Center, Periwinkle Productions. All of these experiences promote language arts skills: listening, speaking, reading, writing.

*Language Arts - Vol. 54, No. 2 - February, 1977

Reading Programs and Materials
- Croft
- Houghton Mifflin
- SRA
- Scholastic Individual Reading
- Skill Kits
- E D L
- Open Court
- Alpha One
- Barnell Loft
- Weston Woods
- Ginn
- Harcourt Brace
- Distar
- Scott Foresman

Special Programs
- Poet-in-School - 11 residencies
- Periwinkle Productions - 48 performances, 144 workshops
- Language Arts consultants: linguistics, performing arts, storytelling, music/oral language
- Handwriting/Language Arts
- Basic English and Creative Writing
- Alpha Pre-Reading
- Humanities
- Project "Think"
- T.V. Reading Project (with Pennsylvania State University)
- "Write to Communicate"
- Reading for Content
- World Literature
- Reading Through Photography
- Drama Through English
- Mini-Print Shop: class publications, school publications
- Yearbooks

organizational patterns
- levelling
- departmental
- parent tutoring
- peer tutoring
- individualized reading

Right to Read - State Education
- Leadership Training for supervisors,
- training for reading specialists

Contests
- "The Kind of Mayor We Need in N.Y.C."
- "What Do You Know?"
- Spelling Bee
- Storytelling
- N.Y.City - I.S. and J.H.S. Poetry Contest: contest chairman, Mr. Ralph T. Brande contest coordinator, Ruth D. Abramowitz

REIMBURSABLE PROGRAMS FOR 1977-78

District 22 is referred to as an "advantaged" District. This term is generally used when determining the extent to which federal or state aid is to be allocated among the districts in the City. Unfortunately, this designation prevents almost 25% of our District's children, who are educationally disadvantaged from receiving adequate supplementary funds.

Due to the change in incoming student population, and with our increased awareness of the multiplicity of educational problems, there is a need for a variety of programs. Our "luck" has changed and District 22 is now the recipient of additional funding sources.

In spite of all the budget cuts, our District has made every attempt to continue quality educational programs. The federal and state funded programs received by our District are designed to provide intensive remedial help in reading and mathematics with an emphasis on individualized instruction.

The ongoing program of reading and mathematics focuses on the following areas:

- preparation for individual diagnosis and prescription
- utilization of reading personnel and trained para-professionals
- continuation of health program - eye testing for visual and perceptual problems
- early identification of potential learning problems in reading
- in-depth teacher training of classroom teachers of grades 1 - 4, in new reading techniques in diagnostic-prescriptive approach.

FEDERAL PROGRAMS

TITLE I and IMPACT AID allocations provide the following supplementary services for eligible youngsters:

The OPTIONAL ASSIGNMENT READING MODULE provides Reading Skills Laboratories in five elementary and five intermediate and junior high schools. A Teacher-Trainer is assigned on a rotating basis to supervise and to provide ongoing training to the paraprofessionals in the elementary schools.

NON-PUBLIC SCHOOL SERVICES - The schools listed below are receiving remedial services under Central Board's ESEA Title I Non-Public School Programs. These services are paid out of the Non-Public School allotment to the District. Holy Innocents Catholic School and St. Rose of Lima Catholic receive one day each of services. In addition, St. Rose of Lima receives one day of remedial math services.

Reimbursable Programs for 1977-78 (cont'd)

STATE FUNDED PROGRAMS

PSEN (PUPILS WITH SPECIAL EDUCATIONAL NEEDS)

LAMP is a program which identifies, between the ages of five and seven, those children who demonstrate tendencies towards learning difficulties which may cause them to have serious deficiencies in reading and writing from grade 2 on. As federal and state aid increases for learning disabled children, more school districts are beginning to sit up and take notice of the problem. However, District 22 is the only school district in New York City to undertake a district-wide program to test, evaluate, prescribe and instruct first grade children to prevent possible school failures in reading in later years.

READING SKILLS LABORATORY- Corrective Reading Teachers and paraprofessionals are assigned to a number of elementary and all of the intermediate and junior high schools, providing individualized instruction in reading to those pupils with special educational needs, namely, reading 1.5 years or more below grade level.

TITMUS VISION TESTING TEAM - Vision screening for all youngsters is part of the reading programs.

CHAPTER 71 - SPECIAL READING PROGRAM provides in-depth teacher training workshops in reading. The program involves teachers of grades 1,2,3 and 4, in helping them cope with larger classes and/or new assignments with groups of children of different backgrounds and abilities; to introduce teachers to newer techniques in the field of reading; to help teachers to individualize instruction to the maximum degree feasible by becoming familiar and comfortable with the diagnostic - prescriptive approach.

CHAPTER 460 - S.P.A.R.K.(Special Programs for Achievement, Revitalization, Knowledge)
Each of four participating elementary schools (P.S. 198, P.S. 236, P.S. 251 and P.S. 312) offers two (1/2 day) Pre-Kindergarten classes for neighborhood children.

CENTRAL BOARD OF EDUCATION UMBRELLA PROGRAMS - FEDERAL OR STATE FUNDED CURRENTLY BEING IMPLEMENTED IN DISTRICT

ESAA - OPEN ENROLLMENT SUPPORT PROJECT - The program functions in two schools, P.S. 195 and 207, having the highest concentration of reading problems among eligible targeted optional assignment pupils.

SCHOOL-COMMUNITY INTERACTION UMBRELLA PROGRAM- EARLY IDENTIFICATION PROGRAM AT P.S. 139 AND P.S. 269A -
This project is designed to identify learning problems among first and second graders, and enables pupils to have individual and small group instruction in reading and mathematics.

Reimbursable Programs for 1977-78 (cont'd)

FEDERAL PROGRAMS (cont'd)

TITLE VII - BILINGUAL/BICULTURAL PROGRAM

The bilingual - bicultural E.S.L. program is designed to assist those children whose dominant language is other than English. In the French and Spanish components of the program, the major instructional areas of Reading, Language Arts, Math, Social Studies and Science are conducted in the dominant language with reinforcement of those skills occurring in the second language (English). In addition, the children also receive daily instruction in E.S.L. Each elementary bilingual setting has an educational assistant, who is an active member of the teaching situation. The E.S.L. component of the program is designed to service those children whose dominant language is other than English, Spanish, French and entails using the E.S.L. method of instruction, coupled with selective mainstreaming on the secondary school level.

At present there are six elementary bilingual classrooms, one secondary bilingual classroom, one E.S.L. elementary classroom and two E.S.L. secondary classrooms. In the bilingual setting, all teachers and paraprofessionals are fluent in both the dominant and secondary languages and all teachers in both programs are trained in the E.S.L. method of teaching English.

ESAA- PROJECT CARE - "CARING ABOUT READING EMPHASIS"

A supplementary reading remediation program is implemented in the following schools: P.S. 52, 197, 206, 222, 255, I.S. 14, I.S. 78, J.H.S. 234 and J.H.S. 278.

This program involved the objectives of our District's integration plan "Frozen Zone" emphasizing the overall reading remediation goals and concepts.

Project CARE is designed to give reading remediation services to all children who are one or more years behind in reading. At the same time, the Human Relations component is providing for the assimilation of the new "Frozen Zone" children, the improvement of the "self-image" of all the children involved in the program.

Reimbursable Programs for 1977-78 (cont'd)

CENTRAL BOARD OF EDUCATION UMBRELLA PROGRAMS - FEDERAL OR STATE FUNDED CURRENTLY BEING IMPLEMENTED IN DISTRICT

SCHOOL-COMMUNITY INTERACTION UMBRELLA PROGRAM - AFTER SCHOOL TUTORIAL PROGRAM IN READING

This program is intended to motivate children to read, to write, to review.

PUSH- PHYSICALLY UPLIFTING STUDENTS WITH HANDICAPS - This program provides an opportunity to encourage physical fitness of handicapped pupils serviced in the Brooklyn Center for the Multiple Handicapped.

ESEA - TITLE IV C PROJECTS

VALIDATION OF PROJECT LAMP - District 22 is concerned with validating the early identification and treatment aspect of the LAMP Program.

CONSUMER EDUCATION - District 22 initiated an interdisciplinary curriculum on consumer education for pupils in grades K - 6.

MATH AND SCIENCE THROUGH CLASSROOM PROBLEM SOLVING- This program seeks to provide our children with success experiences in solving problems while at the same time upgrading their basic skills.

ALTERNATIVES - EVALUATION PROJECT - This evaluation project seeks to determine the effectiveness of District 22's Drug Prevention Alternate Class Component in reducing the suspension of student participants.

ECOLOGY CENTER

The basic program involved thirty-two classes which had an orientation to the concepts of Ecology at the home school and four visits each to the Ecology Center. There were follow-up sessions at many of the schools as the Center staff helped the classes to deliver the message of Ecology to the rest of the school and the community. Eight after-school workshops for teachers were held at the Center.

Five classes, 1 from each of P.S. 139 Annex, 194, 255, 206 and 152 had a special I.G.C. program consisting of the basic program at the Ecology Center and visits to High Rock, Gateway, Brooklyn Children's Museum, American Museum of Natural History, New York Historical Society, Aquarium, Queens Botanic Gardens and the Brooklyn Botanic Gardens for a series of 4 visits.

An "Operation Action" project was develped with 3 classes from P.S. 255, 3 classes from P.S. 236, 1 class from J.H.S. 234, 1 class from South Shore High School, 1 class from Edward R. Murrow High School. All these classes went through the Ecology Center program. Specialists from the Environmental Action Coalition and from New York City Council on the Environment as well as Rangers from Gateway National Park worked with the classes. The specialists from the 2 agencies did lessons in the classrooms. The Rangers from Gateway took the youngsters for outdoor exploration. The children at P.S. 255 and 236 decided how to improve some aspect of the immediate environment. The high school youngsters assisted them and acted as resource people.

The Ecology Center staff took parents on trips to help them to become knowledgeable guides for their families. This year we went to the Aquarium, High Rock, Jamaica Bay Wildlife Sanctuary, New York Historical Society, American Museum of Natural History, Plumb Beach and Brooklyn Botanic Gardens. The Center was open to the public on the 2 clerical half days.

Although our basic needs are provided by tax levied funds through the district we have received special funding this year. Audubon Society,with a grant from Bankers Trust, gave us a $1,000 worth of books, "A Place to Live" children's workbooks as well as teacher's edition. These were distributed at a workshop at the Center. New York State Council on the Arts provided us with $1500 worth of services for our Folk Artist Program. Lisa Garrison, folk singer, and Lucille Geary, artist - naturalist, conducted follo. up lessons at many of our schools. Arts Through General Education provided us with $1500 for consultants to improve our exhibits as well as to conduct follow-up lessons in our schools. We sold planters to raise money for additional materials and several Parents' Associations contributed $25 each to our Center.

This program was discussed at the Maritime College for New York State under the auspices of the Marine Educators Association and "What's Going On: Students Talk" on W.N.Y.E. Radio. In addition BACA (Brooklyn Arts & Cultural Affairs) sponsored a dissemination conference on May 1.

Ecology Center (cont'd)

Judith White of the National Zoo was assisted in upgrading their educational services just as David Marcus, principal of J.H.S. 396 and David Goldberg of J.H.S. 296 were helped to establish centers in their schools. Sue Parry of the Aquarium worked with us on lesson plans for the Aquarium to be certain that these plans answered the needs of our students.

Our Center is a model for visitors from the New York City schools as well as curators and educators from other states.

SCIENCE

Science Education in District 22 is supportive of education for the future: development of critical thinking, problem solving, decision making. Major objectives aim to foster positive attitudes toward science including interests about the phenomena in the environment which provide for children to explore, to manipulate, to discover patterns in physical and biological systems. The successful experiences gained through broadening their interests in the world about them, give our children the opportunities to gain insight in the ways to improve human welfare and to begin to understand the dangers of the misuse of science.

Programs

Professional Development
- USMES - teacher training
- School Conferences - implementing the laboratory approach

Science Activity Programs
- ESS (Elementary Science Study)
- SCIS (Science Curriculum Improvement Study)
- SAPA (Science, A Process Approach)
- COPES (Concept Oriented Program in Elementary Science)

Topical Programs
- Oceanography
- Indoor Gardening
- Embryology
- Ecology
- Energy Conservation
- Meteorology

Field Trips - Gateway National Park
- High Rock
- Jamaica Bay Wildlife
- Plumb Beach
- Rockaway Point

School Science Fairs

Citywide Exhibits

MATH

The mathematics program in District 22 seeks to provide experiences which will help each child to progressively gain mastery of math content, to grow in special abilities and to develop positive attitudes towards himself and others.

The district's program emphasizes the use of children's activities to build computational skills, to develop a fund of concepts and problem solving abilities, and to experience self-direction in learning. Mathematics is thereby, seen as a creative act where the youngster is an active participant rather than a passive observer. Manipulation of materials particularly in the early grades, provides for multi-sensory impressions and forms a bases for later abstractions.

Our students are being prepared to use the metric system. They are learning to become thoughtful and critical consumers. They are provided with success experiences in solving problems.

- Districtwide conferences
  - Consumer Mathematics
  - USMES
  - Diagnostic Prescriptive Approach to Math Instruction
  - Preparing for Metric System Measurement
- School Conferences - faculty, grade, individual
- Paraprofessional Training
- Parent Conferences
- Citywide Competitions

STAFF DEVELOPMENT

In addition to workshops in the individual schools, workshops (in all areas) at the District Office, grade and faculty conferences, in-class consultants (in all areas), the District Office offers in-service courses which have been accredited by the Board of Education.

Language Arts: Poet-in-the-Schools
Consumer Education in Elementary School
Mathematics Enrichment
Slim and Trim
Health I (G) (Personal Health)
Health II(G) (Emotional-Social Aspects)
Health III(G) (Environmental Health)
Origami Paper Folding

SOCIAL STUDIES

The social studies program is designed to help children understand how people deal with problems of living together, how we must work to build better lives. It examines the past and gives emphasis to the present. It focuses on the development of responsible citizenship, on learning to make choices and planning for the future.

From kindergarten through secondary schools, the social studies programs are a basic part of the education of every child. Through total involvement we encourage the growth of concepts and independent thinking.

The Board of Education social studies curriculum bulletins on all grade levels provide background information for teachers with suggestions for activities and projects to get all children involved in specific themes, sequentially developed skills on each grade, mini projects and "spontaneous" projects.

The District is proud that the Central Board of Education adopted District 22's experimental eighth grade course of study. District 22 had initiated its course a few years ago and now that its success is proven, we are happy to share it with the other I.S. and J.H.S. schools in the city.

In addition, the District introduced an experimental unit within the eighth grade this year. Beginning with the new immigrants arriving to New York City, the student explores the discrimination which confronted the new arrivals and compares that exposure to prejudice to the prejudice which faces the most recent arrivals. The nature of prejudice and discrimination is discussed relating to its sources and effect upon those discriminated against and those who discriminate. The ultimate effect of prejudice - genocide - is introduced as well as discussing how one might overcome prejudice.

Some experimental materials have been ordered for the schools, to test in the classroom, and it is hoped that based upon the evaluation of teachers and supervisors, more materials will be forthcoming.

A representative of the District is part of a new committee established by the Division of Educational Planning and Support to review citywide social studies curriculum K - 12

individual reports
committee and individual projects
community speakers
creative displays and presentations
publications

experimental units - individualized study program
special units: comparison of documents, viewpoints
mini courses

- Law and Consumer
- Equality and the Law
- Law and the City
- Students' Rights and Responsibilities
- Youth and the Law
- Crime and Safety
- Poverty and Welfare

professional development - grade, faculty conferences
workshops, demonstrations
implement Social Studies bulletins
implement new materials

utilize audio-visual materials

- District 22 film center - has over 4,000 prints and 1,000 titles - used for educational and entertainment purposes
- library books
- school films

activities

- Social Studies Celebrations
  - fairs
  - plays
  - concerts
  - community projects
  - senior citizens
  - hospitals-performances
  - exhibits
  - museums
  - carnival

student council - leadership and personality development
involve local legislators, community agencies

map and globe programs
Youth Congress
multi-media Social Studies lab - independent studies
contests

- "What Do you Know?"
- civic organizations
- Career Awareness

Social Studies projects

- "Man A Course of Study"
- "People and Technology"
- USMES - interdisciplinary programs

Proposals to State and Federal government

CONSUMER EDUCATION

District 22, in cooperation with the New York State Attorney General's Office, initiated a Consumer Advocates Program.

Training sessions were established for two of our schools. Children and teachers were trained at the World Trade Center and, as follow-up, Consumer Advocate Centers were officially opened at P.S. 312, J.H.S. 240, J.H.S. 278, P.S. 203, P.S. 217.

Our children have become aware of the New York State Consumer Laws and plans are to make those who have been trained available to their fellow students as "experts" who will recognize and handle complaints. They will also be open to the "general public" a few hours each week to fill out complaint forms and forward them to the Attorney General's office.

District 22 has had a Title IV Consumer Education project for the past two years. The first year fifty teachers were trained. The second year fifteen public and non-public teachers were trained. A manual of consumer education lessons K - 6 was produced and tested in the classroom. It will be printed and distributed to each teacher - K - 6.

LIBRARIES

In spite of budget cutbacks - libraries are alive and well in District 22. Either manned by Language Arts clusters or parent volunteers - children have access to libraries. Most schools have scheduled their teachers for regular library classes, teaching both the use of the library and research skills.

TITLE IX

Last year's Title IX Committee composed of parents, teachers, supervisors and a student has changed its title and broadened its purpose. It is now known as the Equal Opportunity Committee and a Local Equal Opportunity Coordinator has been assigned by the Community Superintendent.

In line with its greater responsibilities, the Committee received additional training and in turn alerted teachers and supervisors to the many facets of the law involving equal opportunity for staff and students. The new grievance procedure was discussed and materials were distributed.

I.G.C.

The District established a new I.G.C. program this year which has attempted to enrich the curriculum for all of its gifted and talented children:

Consultants were assigned to all elementary schools to work with children and the classroom teacher. The areas of expertise of the consultant varied from filmmaking, poetry, mathematics, social studies, etc. to research skills.

I.S. and J.H.S. children were exposed to after-school courses offered in the neighboring high schools. Subjects offered included Astronomy, Computer, Mathematics, etc.

Funds were given to I.S. and J.H.S. to establish after-school enrichment programs for their students.

Teacher training workshops were given to staff. Experts in their field were brought in to conduct workshops.

In addition, the District continued to work on its Title IV I.G.C. grant. A library of materials of particular interest to I.G.C. teachers was established.

A report to the community school board on differentiated programs for the gifted was submitted for their consideration.

GUIDANCE SERVICES

Despite the continued shortage in their number, guidance counselors in District 22 have continued to provide a wide spectrum of direct and indirect services to youngsters and to their families. These services offer support and nuturance for the psychological and physical well-being of all - the gifted, the troubled, the slow, the average, the handicapped and the potential dropout.

PROGRAM

direct services in individual and small group counseling
- vocational and career choices
- adjustment to school life
- development of self-concept
- academic advancement
- agency referrals
- school and class placement recommendations

indirect services
- parent workshops (day and evening)
  - sibling rivalries
  - parent-child relationships
  - problems of adolescents
  - values and value clarifications

career information
equal opportunities for male and female - Title IX
faculty conferences

an evening guidance center for working parents and for those whose children do not have a school assigned guidance counselor

supervisors' workshops

articulation procedures
zoning regulations

community involvement
local mental health agencies

workshops and seminars:
closer articulation procedures
innovative guidance techniques

ART AND MUSIC

District 22's basic philosophy in music and art is to give students opportunities to participate actively in projects which will enable them to develop good taste in design, color, art principles and living in a cultured society. In addition, we aim to develop a sense of self-awareness and confidence through creative work.

The district has two schools which are demonstration schools for AGE (Arts in General Education). In addition, two more schools were identified and their commitment to the arts, with support from the Superintendent, made it possible to strengthen our liaison with the New York Foundation on the Arts.

The Programmatic Incentive Grant (from Early Childhood) Division of Educational Planning and Support made possible a program which developed language arts through storytelling and music.

We sense the fact that our children need basic skills and that the arts are ideal for developing fundamental learning skills--perception and communication--and for enriching our emotional selves.

Theater - in all schools including BCMHC
Programmatic Incentive Grant
Young Audiences
AGE (Arts in General Education)
BACA (Brooklyn Arts and Culture Association)
Lever House Exhibit
Art Enrichment - liaison with
    Metropolitan Museum of Art
    Brooklyn Museum
Choruses
Orchestras
Major Music in I.S. and J.H.S's
Festivals, Musicals
Drama classes
Art Resource Room projects
Humane Society Contest
Boroughwide and Citywide contests

BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE

For the past several years, District 22 has been aware of the needs of its non-English speaking students. These needs have been met through the implementation of bilingual and E.S.L. programs in those areas of the District which have a proportionately high concentration of Spanish, French, or other language groups.

The District has just ended its first year under a Title VII grant. We are currently servicing on a full or part-time basis 428 limited English speaking pupils. The bilingual/bicultural program consists of seven classes housed in three separate schools, servicing grades 1 - 9. There are two bilingual French classes at P.S. 269, two bilingual Spanish classes at P.S. 269, two bilingual Spanish classes at P.S. 139 and a bilingual Spanish class at Hudde J.H.S. 240. Approximately one hundred and sixty three children are being serviced through the bilingual program.

Where bilingual programs have not been feasible due to a diversity of languages and/or grade registers, the District has instituted three E.S.L. classes (seventy children) at J.H.S 234, J.H.S. 240, and P.S. 255. In addition, six E.S.L. pull-out programs (one hundred and ninety five children) are housed at P.S. 152, P.S. 139, and P.S. 217.

The participating children in the bilingual classes receive instruction in their native language as well as in English. There is an educational assistant who is bilingual in either French/English or Spanish/English who works closely under the supervision of a licensed bilingual teacher. Native culture is also taught in the curriculum to provide for bicultural education.

The children in the E.S.L. program receive intensive E.S.L. instruction. The participating children receive intensive listening and speaking skills and then a transition is made to reading and writing. The audio-lingual method is employed in addition to the language experience approach. It is the District's aim to get the non-English speaking child into the mainstream as soon as possible. On the junior high school level, at J.H.S. 234 and J.H.S. 240, children receive E.S.L. instruction and are mainstreamed for minor subjects such as art, shop, lunch, music, assembly, and physical education. As the child's speaking and comprehension skills increase, he is slowly exposed to other major mainstream classes beginning with mathematics and continuing with the process until he has achieved a total integration into the mainstream program.

In those schools where the grade range of non-English speaking pupils is too wide for a contained program, a pull out E.S.L. program is utilized. In this situation, the child receives E.S.L instruction for 45 minutes three to five times a week by an educational assistant or teacher.

A bilingual French/E.S.L. Resourse Specialist and a bilingual Spanish/bicultural specialist are provided to work closely with the teachers and educational assistants in their planning and functioning. A project director is in charge of the entire program and is the liaison between the District Office, the Central Board of Education, and the building principals of the schools in District 22. Two bilingual family workers, one who is bilingual in English/Italian, and Spanish, the other who is bilingual in English, French, and Italian are also employed in the program. They make home visits, act as interpreters when parents come up to school, translate notices and newsletters, and perform other important tasks in the daily functioning of the program.

In schools where there are small numbers of non-English speaking students who are not receiving any direct instruction from appropriately trained personnel, the District has provided E.S.L. assistance. The E.S.L. Resource Specialist visits these schools and provides E.S.L. materials to teachers with small numbers of non-English speaking children and the proper E.S.L. methodology that should be employed to teach these children.

The bilingual and E.S.L. staff in District 22 can take advantage of enrolling in bilingual, bicultural or English as a Second Language Programs at any branch of the City University, N.Y.U., L. I. U., or Yeshiva University without cost. Human Relations training and proper E.S.L. methodology is provided through workshops which are conducted throughout the year.

Approximately 1100 students were tested this spring with the Language Assessment Battery Examination. Close to 700 children were identified as either non-English speaking or of limited-English speaking ability. The District will reach these children during the coming school year with as many components of the overall program as possible.

SPECIAL EDUCATION

Special Education Classes

	# of classes
Visually Handicapped	1
Physically Handicapped	24
Emotionally Handicapped	38
CRMD	31
NIEH	13
Pre-Placement	5
Readiness	3

Once again the 1977-78 year was characterized by tremendous strides in Special Education. The combined efforts of the Superintendent, the Community School Board and the parents made possible the continuation and expansion of programs for children with special handicaps. Working closely with the offices of Special Education, and Mr. Sam Amster a series of community-wide and individual school based meetings were held to introduce the new projects. Students that had previously been routed to other agencies and were placed on long waiting lists are now serviced in local or neighboring schools. The Community School Board played an active role through its participation on the citywide committee for Special Education.

The District opened its doors to the myriad of programs for the handicapped. A great deal of time and effort was generated by Central staff, District staff, school administrators, Bureau of Child Guidance personnel, and transportation officials, to insure that parents and students of special educational needs would understand the programs and work together to provide the optimum experiences for the participating youngsters. The above listing will give some indication of the scope of the services being offered in the District.

BUREAU OF ATTENDANCE

The District 22 Bureau of Attendance functions in the capacity of an advocate for all children. As such, it serves as a protective casework agency responsible for the enforcement of the New York State Education Law relative to required instruction of all New York City school children between the ages of 6 and 17.

Recognizing that absence from school is a sympton of maladjustment, the Bureau sets out to ascertain the causative factors. These factors are sought in the environmental influences such as the home, the school, the community as well as the psychological make up of the child.

The New York Education Law section #3213 mandates that each attendance teacher is duty bound to "provide" for the school adjustment of any non-attendant child in cooperation with school authorities, special school services and community and social agencies, the attendance teacher assumes the role of the child advocate. He attempts to enable the child to develop his fullest potentialities for educational, physical and spiritual growth as an individual. The attendance teacher does this through the cooperation of the family, the child and all other available community agencies.

Due to the severe personnel shortage in the Attendance Bureau of the 22nd Community School District where only one Attendance Teacher (previously there were eight attendance teachers) together with the District Supervisor of Attendance and the Attendance Secretary service the 27 junior high, intermediate and elementary schools of the District, a priority system was set up in terms of servicing absentee children. We accepted and serviced all referrals sent to the Bureau of Attendance. Priority of service to absentee children was given in terms of <u>prevention</u>.

Notwithstanding the devastating budget cuts, we have continued to reaffirm our commitment to the promulgation of each child's right to an education commensurate with his special needs and aspirations.

PROGRAMS OFFERED

The Bureau of Attendance formal program was modified due to staff shortage. Though unlimited intake of referrals was continued, the attendance staff concentrated on prevention to the detriment of non cooperating children and parents.

Cases were serviced on a crisis intervention basis as promptly as possible. Nonetheless, certain important features of the attendance program were abandoned or severely restricted: review of roll books by attendance teacher, (this has been carried out in part by the District Supervisor), and intensive follow-up through detailed casework approach.

Bureau of Attendance (Cont'd)

Programs (Cont'd)

Services still carried out by the Bureau of Attendance are as follows:

1) Parent and child conferences to adjust problems of families and children.

2) Contacts and referrals to community and social agencies as well as schools in a coordinated effort to provide needed help for problem families and children.

3) Referrals and follow-up between the Bureau of Child Welfare and Attendance Staff to solve serious neglect and child abuse cases.

4) Services to private and parochial schools within the District.

5) Services to non-English speaking children.

6) Services to unmarried mothers: identification and referrals to appropriate agencies.

7) Identification and services to drug prone children.

8) Continuous communication between attendance and probation department staffs for successful service for cases known to court.

9) Clearance of Register on a year wide basis.

10) Follow-up program of children not in schools.
(A preventive measure)

ALTERNATIVES
DRUG ABUSE PREVENTION PROGRAM

Drug Abuse Prevention Program focuses on a positive, preventive approach by helping students to understand themselves, and helping them look at alternative ways of resolving problems. By relating with peers, they seek solutions to the problems of adolescence. In small group discussions they begin to explore the consequences of drug or intoxicant use and look for alternatives to this behavior. The personnel involved in this program work with the schools' guidance staffs. Family contacts and referrals are made to help children obtain the needed professional help. Administration, staff and parent associations cooperate to make a complete team effort. An Alternative Education Program is conducted for students who have been held over or who are frequently truant. The program is offered in both the elementary and the middle schools.

PROGRAM OFFERED:

- elementary component (Prevention/Intervention)
  - drug education lessons utilizing education grouping practices
  - class discussion groups
  - positive alternative lunch activities
  - individual and group assistance in cooperation and consultation with administrators, teachers and parents
  - intermediate and junior high orientation activities for graduating elementary school students

- intermediate and junior component (Prevention/Intervention)
  - drug education discussion groups
  - individual and group assistance in cooperation and consultation with guidance staff for drug abuse prevention or intervention
  - classroom assistance for drug education instruction
  - high school orientation activities

- alternative class component (Intervention)
  - ongoing education and prevention program for a select small group of students
  - remedial educational programs
  - parental involvement
  - individual and group assistance

ADULT EDUCATION

The adults of our community have been well-served by a vigorous local program of adult and continuing education now in its 17th year. The program is sponsored by the Sheepshead Bay Adult Advisory Council and by Kingsborough Community College; the good offices of the Community School Board of District 22 have also served to enhance the learning opportunities available to adults of our community.

The following statistics will provide a sense of the program's impact: more than 24,000 adults enrolled in over 265 courses in the past '77-'78 academic year. In addition, over 3,000 youngsters were enrolled in the pre-teen program. In fact, the Fall semester set a new record for enrollment: over 10,000 adults. And even in the face of some dismal winter weather, the program continued to provide an immense range and variety of courses and learning activities designed to help our local citizenry meet the challenges of adult life...Continuing education assists participants in improving their family and personal lives (including the fruitful use of leisure time), their vocational and professional lives, and their lives as concerned citizens of the larger community and the nation.

An important facet of the adult program is the assistance it provides in upgrading basic skills. The High School Equivalency component produced over 300 successful graduates; its record is one of the best in the entire state. In addition, grants from the State Education Department enabled the commencement of classes in Adult Basic Education and English for the Foreign Born. This year's Summer Program will continue the very successful High School Equivalency classes as well as the Adult Basic Education Program and English for the Foreign Born.

The program has been operating at two sites since July 1 of 1977: the Sheepshead Bay campus, at the high school, and the Manhattan Beach campus, at the College. One of the advantages of the dual-site program is the opportunity to make use of Kingsborough Community College's magnificent physical facilities...For example, a Fall semester instructional swimming program is now possible. Thanks to the support and cooperation of Kingsborough Community College--particularly of its President, Leon M. Goldstein--the adult program will be able to offer an expanded and innovative program of activities to the men and women of our community. Furthermore, the relationship between the program and the College will benefit all concerned, since community service is one of the prime missions of all community colleges. For instance, many of the graduates of the high school equivalency program subsequently enroll in degree programs at the College. Above all, the intended benefits of this new relationship will accrue to the men and women participants in the program, the "bottom line" of any venture in adult and continuing education.

Future plans include new course offerings, particularly short courses and workshops designed for specialized groups.

PRINCIPALS - PA/PTA PRESIDENTS - COMMUNITY SCHOOL BOARD LIAISON

1977-1978

SCHOOL	PRINCIPAL	PRESIDENT	C.S.B. LIAISON
P.S. 52	Bernice Brooks	Eileen Weinstein	Harry Smoler
P.S. 119	Stanley Fuss	Maryann Meinsen	Sam Amster-Alan N. Maisel
P.S. 139	Alfred D. Herman	Elaine Burstein	Pat Belanoff
		Rita Landburg	
P.S. 152	Herbert Shapiro	Barbara Richards	Sam Amster
P.S. 193	Harold Glasser	Sondra Safier	Pat Belanoff
P.S. 194	Marvin Rubinstein	Zella Klein	J. Shelley Applbaum
		Anita Friedland	
P.S. 195	Frances Morgenstern	Susan Lombardo	J. Shelley Applbaum
P.S. 197	John Graziani	Mary Carbonaro	J. Shelley Applbaum
P.S. 198	Anthony Gaeta	Carole Jungkurth	Joseph Messina
P.S. 203	Sidney Aronson	Diane Parente	Walter K. Sadowski
		Linda Rothman	
P.S. 206	Hyman Marcus	Lynn Gold	Pat Belanoff
P.S. 207	Ralph Levy	Jennie D'Angelo	Frank J. Macchiarola
P.S. 217	Sylvia Samuelson	Linda Nelson	Eileen E. Byrne-
			J. Shelley Applbaum
P.S. 222	Irving Bernstein	Betty Capasso	Alan N. Maisel
P.S. 236	Irving Rahinsky	Susan Kaufman	Alan N. Maisel
P.S. 251	Cynthia Kamen	Susan Bernstein	Alan N. Maisel-Sam Amster
P.S. 254	Kathleen Flanagan	Sheila Siegel	Sam Amster
P.S. 255	Saul Koren	Joan Altimari	Sam Amster
		Edna Herman	
P.S. 269	Henry Rosenberg	Eileen Arena	Eileen E. Byrne
		Joyce Thornton	
P.S. 277	Hartley Zamore	Joann Schrantz	Joseph Messina
		Maryann Crozier	
P.S. 312	Virginia Flanagan	Fran Ucciardi	Alan N. Maisel
I.S. 14	Milton Greenberg	Ellen Susnow	Pat Belanoff-Harry Smoler
I.S. 78	Joseph Fino	Marsha Becker	Walter K. Sadowski
J.H.S. 234	Isidore Karbel	Diane Yules	Sam Amster
J.H.S. 240	Bernard A. Fox	Doris Tillender	Joseph Messina
J.H.S. 278	Pearl Newman	Hannah Popper	Walter K. Sadowski

P.S. 52
Nostrand and Voorhies Aves.
Brooklyn, N.Y. 11235

Every class was exposed to enrichment in math, science, music, art and library skills. Grades 2, 3, 4 and 5 engaged in basic and creative writing experiences in the mini-printing shop. Some classes received the additional services of a poet-in-residence, a linguistics consultant and a philosophy/geography specialist.

One of our students achieved the distinction of becoming the Brooklyn Borough winner in the city-wide storytelling contest. Two of our students won the Humane Society Poster Contest. The kindergarten children won the Earth Day Award for their preparation of a series of slides and an accompanying tape. The art work of our children was displayed at the Brooklyn Federal Savings Bank and at museums.

The annual Brotherhood performance, flower show, plant sale, spring musicale and outdoor dance festival were highly successful events and reflected the high quality of work at P.S. 52.

Emphasis was given to instruction in the basic skills with special attention to improvement in handwriting. Third grade classes were introduced to the Croft Reading System. Several training workshops were conducted for the teachers combined with classroom demonstration lessons by the Croft consultant.

We achieved recognition for the work we are doing with our special education unit which comes to a total of 13 classes. Visitors from various areas of the country were sent to see our health conservation classes which have become a model for other schools to follow. We increased the number of children who were returned to the mainstream.

We were successful in securing special class placement for those children who presented special problems and could not be accommodated in a regular class setting.

The parents' association continued their program of cultural activities and purchased many enrichment materials for the children. Major publishers organized book and material displays for the staff. Many teachers attended workshops and courses in reading, mathematics and science as part of our teacher-training program.

Special activities were arranged during the various ethnic weeks to familiarize our children with the customs and contributions of all people. Some children engaged in a "pen-pal" exchange program with children in other states.

We are a lively school, involved in many exciting learning activities. Our relationships with the parents are outstanding and we point with pride to a year of success and recognition.

P.S. 119
3829 Avenue K
Brooklyn, N.Y. 11210

The Amersfort School, P.S. 119 was built in 1903 in an area originally settled by the Dutch. In fact the name of our school is taken from the town in Holland from which many of the settlers came. Combining our past with the present, one of our parents has designed a LOGO for the school showing a Dutch girl and boy riding on a rocket. The rocket symbolizes our constant quest for "Excellence in Education."

In 1972-73 through the efforts of a dedicated Parents' Association, we had an addition built which serves as both an auditorium and gymnasium. Now we have a proper showcase for our 6th Grade Final Assembly, class productions and our Movement Education Program.

Our school is organized on a heterogeneous basis with I.G.C. classes in grades 4, 5 and 6. To effectively utilize the many talents of our staff we have initiated a departmental program in grades 5 and 6. Our students now receive specialized instruction in Spanish, art, music, science, library and metrics. Extensive use is made of the video tape recorder in this program.

All grades are fortunate in receiving a special Movement Education Program instituted by our physical education teacher. In addition, our English teacher has developed a program for each class in the school to improve writing skills through emphasis in grammar, basic English and creative writing.

Throughout the day there is a heavy emphasis on reading and reading skills. We have an exciting pre-reading program in our kindergarten that couples the creative talents of our teachers with the Alpha Time Program. In grade one many of our students are involved with the LAMP program. Throughout the grades we supplement our basal reader program with individualized instruction using such varied materials as SRA, Scholastic Reading Kits, BFA, Controlled Reader and the Barnell-Loft skill series.

Remediation is provided in small groups from grades 2-6 by reading specialists in our reading labs where equipment such as the Hoffman Reader and Systems 80 are used.

A very successful Math Lab is maintained by a trained group of parent volunteers. This program provides remedial help throughout the school in the basic skills of mathematics. This is but one of the many volunteer services provided by our parents. They are also involved in our special Family Living program and are instrumental in bringing in experts who conduct Father and Son, Mother and Daughter evening meetings.

In order to provide enrichment for our gifted children, we have had in-depth explorations in such areas as music, science and poetry by visiting artists and scientists. One of the outcomes of this program has been the making of an oven designed to conserve energy. Throughout the school year such "goodies" as bagels, cookies and cakes have been baked and sampled by most of the school.

Highlights of this past year have been:

A "Spring Carnival" under the direction of the G.O. which generates proceeds for charitable organizations. This year the money raised will go to the Brooklyn Center for Multiple Handicapped Children.

Our Movement Education Program culminates in Field Day which is a very popular event. Here boys and girls have an opportunity to display many of the skills they have developed during the year.

Another dynamic program is our Mini-Printing and Publishing Center. Our school newspaper, "Chock Full O'News" gives the students an opportunity not only to publish a paper but to see their creative work in print. Class projects, greeting cards for various holidays, newsletters, posters and playbills are just a few examples of the fine work being produced.

To give our children a feeling of satisfaction in helping those less fortunate and an understanding of world problems, we have "adopted" through the Save the Children Federation a Korean girl and currently support a Hopi Indian girl from Arizona. Each year at Thanksgiving time girls and boys are asked to donate their allowances and to raise additional monies by doing chores and errands in their homes and neighborhood.

Throughout the years we have won many awards in recognition of the fine work produced by our children. Organizations such as B.A.C.A. and Lever House for our art work, Bureau of Industrial Arts and the New York Times for our printing program, Molly Parnis award for Beautifying Our Neighborhood, are just a few of the honors and awards we have received.

We are now looking forward to another new and exciting program which will begin in September. A Pre-Kindergarten program for four year olds has been granted to our school. Our entire school community is thrilled.

P.S. 139
Cortelyou Rd. & East 13th St.
Brooklyn, New York 11226

P.S. 139 continues to strive toward excellence in education in spite of many handicaps engendered by a community in transition. It is indeed unfortunate that a school such as P.S. 139 is not eligible for federal funds which it desperately requires, but it seems that schools which are making great headway are not viewed as needy until they fail completely.

At P.S. 139 we have undertaken a major revision in the organization of our primary grades. The new plan initiated in November 1977 includes elements of non-gradedness, homogeneity, heterogeneity, team teaching "openness", and individualized instruction. The whole program has involved little cost to the district and may well serve as a model for other schools involved with similar problems.

The reading and mathematics program in the primary grades involves great stress upon meeting each child's needs and placing him in a learning group regardless of his age and contingent only upon his ability. The primary science program is unique in that a team of teachers working with the Principal, has written a special curriculum which encourages experiential inquiry based lessons.

We have a music program which involves grades K-4. An essential element in this program is teaching children to read music and to implement this skill in rhythm band and recorder studies.

Our gym program is unique and has been cited for excellence by the District and Central Board. It involves unique squad work activities with grades 1-4 and the utilization of peer group squad leaders as instructional aides.

Our annex, which houses grades 5 and 6 in a building about a mile from our main building is known as "our little Red School House" since its excellence in programming has spread throughout the district.

There are many special programs at the annex including U.S.M.E.S. science labs, club programs, special ceramics classes, peer-group instruction in conjunction with Ditmas Junior High School and Grandparent tutors.

We have some state financed remedial programs which help meet some of the learning requirements of our pupils with special needs but we require a significant increase in such assistance if we are to meet the Chancellor's mandate regarding remediation.

We have had many special activities take place at P.S. 139 during the past year. A partial list would include many educational trips, several classes involved in studies at the ecology center at our school and at the district, special mini-courses for our I.G.C. children, many shows sponsored by the Parents' Association such as offered by the N.Y.U. players, the Franklin Institute, Black Music and Dance, storytelling and many other entertainers and visitors. We have held numerous tournaments in our school in volleyball, tug-o-war, ping-pong, etc.

Most of all P.S. 139 has continued to enhance its positive image throughout the city continuing its efforts in the forefront of the educational scene. We are proud of our children, our staff, and our community.

P.S. 152
2310 Glenwood Road
Brooklyn, N.Y. 11210

We continue to use a basal reading approach as the fundamental classroom tool, such as Macmillan Series R, Bank Street readers and the Sheldon series. We use supplemental reading materials such as SRA, RFU, EDL content reading skills, Readers Digest, Barnell-Loft, Phonics We Use, Break-through to Literacy. In addition, all children reading at or above grade level are using individualized reading as their basic approach. Reading instruction is basically in groups. Some teachers use a thoroughly individualized approach.

We have provided additional services to children who are not achieving well in reading. We have two full-time reading teachers and two paras. We have a full-time para in the LAMP Program in grade 1. We use a number of parents and junior high school students and R.S.V.P. Senior Citizen volunteers on a one to one basis in reading. Our school library is maintained by parent volunteers and is open to the pupils in the same way that a public library is used.

All teachers in grades 1 to 4 were given extensive training in reading through the services of our reimbursable office this year.

This year we have stressed prose writing in classes. Children have been asked to write regularly including business and personal letters. Through the Parents' Association and other funding, we continued an extensive series of workshops for sixteen teachers and have classes in storytelling techniques. We are planning to extend and expand this program if possible through an effort to obtain a curriculum writing grant during the summer and by writing a grant for foundation funding for next year.

Eighteen sixth grade students met weekly during the year with a volunteer poet and produced a printed book of poetry for the second consecutive year. Our school publications unit and classroom teachers produced collections of children's written work. Children are writing their own books of stories which they use for storytelling to younger children. In a dozen classrooms, there are listening centers using phonographs or tape recorders and head phones.

Every classroom in grades 3 to 6 has a basic text and/or workbook. The emphasis in the lower grades continues to be on using manipulative material in a discovery approach. There has been an increased emphasis in all classes on metric measurement. Eight teachers have been trained in USMES problem solving approaches. There is a heavy emphasis in this program on real-life mathematic situations. Members of the staff of this school trained thirty teachers from fifteen schools in the district this year in the USMES approach.

The basic course of study as expressed through the grade guides is the approach being used in each class. Emphasis is on broadening the resource base for Social Studies. Eleven classes attended a series of three workshops each at the Brooklyn Museum demonstrating the integration of Social Studies with arts activities. As part of the school birthday celebration, there is much emphasis on early local history including library visits, examination of old newspapers, neighborhood interviews, etc. Classes have made much use of the city's resources for trips related to the Social Studies curriculum.

We have a physical education cluster teacher. Movement Education is fairly extensive as an aftermath of last year's movement workshop for teachers. A dance festival including about ten classes will be a culmination of some of these activities. Interclass tournaments are a regular part of the physical education program.

P.S. 152 (Continued)

This year the teachers requested a science cluster position. One class is involved with the Ecology Center. Extensive work has been done with life cycles. For example, eleven classes raised frog eggs to maturity. Four classes were involved in the embryology project. A number of classes are growing flowers and vegetables in their classrooms. One class is working with the Brooklyn College Organic Gardening Club in establishing a school garden. The Club received a grant of money to support this work. At least ten classes have animals in their classroom ranging from gerbils to rabbits. An unexpected rabbit birth occurred on May 15th. Four classes have established successful salt-water aquariums with a group from John Dewey High School.

We have a vocal music cluster teacher who teaches singing to twenty-five classes. Two early childhood classes are learning flutaphone. There have been a number of special auditorium programs including the following: Young Audiences, Kabuki dancer, African dancers and other programs paid for by the Parents' Association. Culminating activities for the school year include a song-fest by approximately twenty classes.

The school is a demonstration school in the New York City Arts in General Education project. We make extensive use of:

a) artists-in-residence
b) community arts resources
c) integration of all the arts within the curriculum

Among the artists-in-residence program this year were a muralist who helped to develop a series of murals for our front entrance hall; a visual artist who worked with plaster of Paris masks and figures in four classes; a creative dramatics person who worked with three gifted classes; a team of opera singers; sculptor and theater director who worked with ten classes. We worked with the Children's Art Carnival, Teachers and Writers Collaborative and the Brooklyn Museum. Our end products in the visual arts were displayed at Lever House, the local McDonald's Restaurant and our School-Community Art Exhibit.

Photography is another area of emphasis. Four classes including the three IGC's have working dark rooms. They take photographs of activities in the school and also develop pictures taken by other classes. Polaroid Corporation donated eight cameras and sixty rolls of film for use in our school this year. Two classes are working in animated film and one in movie making. All of these photography activities have as one goal the development of improved oral and written language.

This overcrowded school uses pull-out programs for Spanish and French speaking students.

For the past several months the school has been preparing for a 70th birthday celebration. Included in the special activities are field days, dramatic presentations, song fests, dance festival, an art exhibit, open house for parents and community and an evening reunion and community celebration. Many curriculum experiences have been developed around this theme of history of the 20th century.

The school continues to stress informal education in a heterogenous setting. There are classes for the gifted in grades 4 through 6.

Approximately fifty education majors from Brooklyn College have been assigned to field work at our school during this past year as in most previous years.

P.S. 193
2515 Avenue L
Brooklyn, N.Y. 11210

P.S. 193 continues to maintain basic instruction with some enrichment and remediation programs for its over 900 children. Despite serious tax-levy cuts these past several years and the loss of an ESAA Early Childhood program, the staff and Parents' Association functioning together with the resources available to them continue to provide significant additional opportunities for children.

A math laboratory center was established by parent volunteers. Teachers with their classes and their own volunteers utilize this facility for both enrichment and remediation.

Though no school librarian exists, teachers with and some without parent volunteers utilize the school library for leisure reading and project work. A volunteer committee accessions and inventories materials, and also provides a circulating library for younger children.

Through the allocation of Title I and PSEN funds a Reading laboratory exists with a teacher and paraprofessional who are making significant progress with our more seriously retarded readers. Project LAMP, an early identification program concentrating on Grade 1 children with a district funded paraprofessional, offers strong indication of successful intervention for some of our children. Volunteers trained by the Office of School Volunteers (from this community) and neighboring J.H.S. tutors offer additional assistance in reading to other children who are not so far behind in reading.

Through the assignment of a cluster teacher on a two day a week program, many of our children have enjoyed an enrichment program in singing and music appreciation. A number of programs sponsored by Young Audiences for children Grades 2-6 as well as parent funded programs have enlarged children's horizons.

Through the assignment of a full time cluster teacher most of the children have enjoyed an enriched program beyond their own classroom experiences. Posters, sculptoring, painting, paper mache and a culmination Art Show in our school yard, as well as community displays of children's work, have lifted school spirits.

Through the assignment of a full time cluster teacher, most of the children have enjoyed an enriched program beyond their own classroom experiences. The school weather station, animal center and plant areas have offered children many opportunities for investigation and experimentation. A school Science Fair was a highlight of this program.

A full physical activity schedule is maintained with all classes utilizing the school's mini-park to expand upon small and large muscle skill development.

The Parents' Association has continued to support school bus trips for poverty-level children for classes enriching their social studies experiences in different parts of the city and Long Island. A teacher-parent volunteer workshop program for all fifth and sixth grade children in two cycles has increased student enthusiasm as many youngsters have chosen such areas as "Careers", "Travel", "Stamp and Coin Collecting" and "Dramatics". This program has provided strong incentive for study in this area.

The IGC program has been strengthened through the district's providing consultants to children and their teachers in music and poetry.

A mini-press program continues to expand through the utilization of a one-day a week Centrally funded paraprofessional. Her training of teachers and students continues to increase the number of published literary efforts from our children, strengthening the language arts program of our school.

P.S. 194
Avenue W and Knapp Street
Brooklyn, N.Y. 11229

At P.S. 194 all our programs, activities, and lessons are geared toward the goal of excellence. With this as a focal point, we strive to maintain the highest expectations for every student. Our experienced staff in partnership with the parents, utilizing all resources at their disposal, work toward the realization of this aspiration.

The educational program is well-rounded, recognizes individual differences, and encompasses stress upon the basics as well as providing for enrichment in every area.

Our reading program is varied in its approach and methodology. This year the Open Court Program was introduced in grades one and two and will be extended to grade three. The upper grades utilize different basal readers, individualized reading, skilltexts, SRA labs, Controlled Reader, the Hoffman Reading Machine, plus a host of other related materials. Every class is scheduled for weekly visits to our well stocked school library. Additionally, a special (PSEN) reading teacher teaches decoding and comprehension skills to all children reading at least one and one-half years below grade level. A corps of parents, along with high school students and our own pupils tutor all other below reading level children. The LAMP program identifies and services first graders with learning problems.

The language arts program also provides for children to express their thoughts and ideas orally and in writing. The printing room not only acquaints the children with special equipment but encourages reading, writing, and creativity. Class plays provide opportunities for dramatization, listening, speech, and oral expression. Library and research skills were taught by a college consultant to our gifted children.

Every class visits our Math Lab. Here the children receive instruction in basic math skills, metrics, geometry, and consumer education. Special materials include films, geoboards, tangrams, logic blocks, cuisenaire rods, and task cards. The skills and concepts taught in the classroom are reinforced with these materials and through math lab games.

The social studies program also utilizes a variety of materials and resources. The Multi-Media Room, operated by parents, has become an integral part of this program. All classes are encouraged to take trips to further vitalize the classroom instruction. A guided tour of the historical sites in Philadelphia was one of the highlights as well as an exciting learning experience for our sixth graders.

A "hands on" series of science lessons was presented by one of the college consultants. Classroom lessons deal with solving problems and discovering new facts by using the methods of science and by going on planned field trips. We are involved with the district ecology center and with an embryology project. A science fair is held to culminate learnings in this area. A photography lab offers additional enrichment experiences.

The children are offered opportunities to experiment with various art materials in the classrooms. An art resource room, manned by volunteer parents and high school students, gives our children additional opportunities for creativity. Our paintings have been displayed in the community, at BACA and Lever House. One class is involved in a special art program in District 19.

P.S. 194 (Continued)

Music experiences for our children include a weekly visit with our music teacher for singing, rhythmic expression, listening and playing experiences, and reading music. Our exceptional chorus performs for the community and this year has been invited to perform for the Mayor. Young Audiences, a CETA orchestra and a folk singer have all entertained us.

A gym schedule allows for a physical education program of directed physical activities (sports, rhythms, games). Classroom lessons relate to nutrition, health and safety to promote health knowledges and understandings.

In tribute to our city, a "P.S. 194 Loves N.Y.C." day provides for a school-wide celebration with school-wide participation in all curriculum areas.

Other programs include student teachers, a Drug Abuse Prevention program, and two Special Education units (three "B" EH classes and two Transitional classes).

We at P.S. 194 are not content to rest on our laurels, but we constantly seek stimulating and challenging programs to further meet the needs of our children.

P.S. 195
131 Irwin Street
Brooklyn, N.Y. 11235

All classes at P.S. 195 are organized on a heterogeneous basis. Programs and materials are provided to cover the full range of academic ability in each grade. This encourages the appreciation and recognition of the full spectrum of human abilities and talents.

There is a great deal of emphasis on basic skills particularly in reading, mathematics and written and spoken language. Frequent informal evaluations complement the annual standardized testing. Individual tutoring in reading is provided by a reading paraprofessional, a part-time reading teacher and parent tutors. Individual and small group instruction is carried on in classrooms. Reading and language materials are ordered from readiness through 9th grade levels.

The kindergarten program includes Alpha One, Human Development and a well-organized experimental program in mathematics and science.

There is a unique and very well supplied science room at P.S. 195 including models, charts, micro viewers and a large collection of plants and live animals including hamsters, gerbils, a snake, an iguana, an anoli, fish, a white rat, etc. There is equipment for reading and predicting weather conditions. The equipment, plants and animals are maintained and cared for by a science squad composed of children from all grades. A parent volunteer with a good background in biology assists. Enrichment in the science and family living sex education program includes lessons and demonstrations by visiting professors from Kingsborough Community College.

Several teachers have taken courses in both metric measurement and consumer education and these topics are included in mathematics, science and social studies.

Music is taught by a music teacher one day a week and is supplemented by music appreciation in the classrooms.

Although budget cuts have resulted in severely reduced registration in the education departments at all colleges, P.S. 195 has maintained its relationship with Richmond College and received student teachers from that college.

P.S. 197
1559 East 22nd Street
Brooklyn, N.Y. 11210

The key to P.S. 197's ability to run an enriched quality instructional program for the 1977-78 school year was its ability to work with and within its community and city and state offered resources.

The basic instructional components were presented with an emphasis on grouping, inter-disciplinary approaches and experiential involvements of both faculty and students.

The three "R's" remained the cornerstones, but our commitment to external and internal resources and supplements completed a fully comprehensive and diversified instructional experience.

Reading and Language Arts were supported and enhanced by our Printing Room. Everything from class journals to a full-school publication emanates from this resource while the children reinforce skills in research, reading, writing, proof-reading and art.

Each teacher received and used the W.N.Y.C. Booklets as well as ORAL COMMUNICATIONS GRADES K-6. Lessons in dramatics, pantomime and choral speaking were prepared and observed.

Several major contests were entered by numerous students following class presentations of the learning experience intended. These included lessons and writings on being a mayor, Dental Health Week, Earth Day and Brotherhood. Assembly programs with films and/or guest speakers introduced each of these programs.

Other assembly programs included individual performances by each class from first grade to sixth grade, three special music assemblies, three Young Audiences assemblies, THE MAD POET STRIKES by the Periwinkle Players, MIKE THE BIKE by the A.A.A, The James Madison Varsity Players, The Brooklyn Botanic Garden's Traveling Instructor, and Rodent and Pest Control by the Department of Health.

Grades 1-3 received THE CHILDREN'S ZOO, a poetry publication from Eli Lilly and Co., a three week course using the New York Telephone Company's Teletrainer.

Our children also became involved in a candy sale, cake sale, book fair and school pictures to help raise money...and will soon present our Science Fair, Dance Festival and Field Day to illustrate a few of the many worthwhile activities evolving from fund raisers.

Class contests in grades 4 through 6 were held in The Humane Treatment of Animals, Drug Abuse, Traffic Safety and Smoking Prevention which together with entries for B.A.C.A.and Storytelling were displayed or presented throughout our community.

New programs that evolved this year were U.S.M.E.S., Choral Singing and Art Appreciation and they were made possible through the continuing dedication of faculty and parents.

P.S. 197 (Continued)

Teachers presented lessons with the supplementary assistance of records, cassettes, film strips, radio and television. The Library continued as an effective resource room and parent volunteers joined student teachers from Brooklyn College and Junior High School tutors to augment and further individualize classroom learning.

Movement Education activities were conducted during gym classes and several students represented 197 at the Colgate Women's games.

Nine classes participated in programs outlined by the N.Y.C. Council on Environment, while six other classes split the benefits of Ms. Janine Pommy-Vega's poetry classes and the in-room math and science lessons of two college professors.

Plainly stated, the educational pulse and tempo of 197 reached exciting levels in 1977-78 and we anticipate even greater fulfillment next year.

P.S. 198
4105 Farragut Road
Brooklyn, N.Y. 11210

Public School 198 is in the Flatbush area of Brooklyn, housing children from pre-kindergarten through sixth grade. It is a school composed of lower-middle income, multi-racial and multi-ethnic children. The school has a wide range of programs designed to meet the needs of our children.

P.S. 198 offers its children educational enrichment in music, art, and physical education. The teachers involved in these programs are skilled and talented in their fields. Our Physical Education cluster position provides for extensive experiences by our children in low and high organization games and competition. The Dance Festival, Daily News Physical Fitness Competition, inter-class competition in volleyball, basketball skills, and softball provide more than required for a complete program for Health and Physical Education. Participation is complemented with audio-visual materials used in the classroom and at assemblies.

Grades 1 through 6 use the Open Court Program and we have seen great improvement in all areas of language arts. Supplementary materials, individualized reading and teacher prepared material have enhanced the program.

P.S. 198 has also made use of various consultants in order to provide teacher training, demonstration lessons, workshops and direct enrichment for the children. One consultant, a poet from the "Poets-in-the-Schools" program, provided an opportunity for children to create original poems. A Language Arts consultant provided our children with language arts enrichment. A consultant from Open Court provided a workshop which was video taped for future and continued use. This consultant also observed lessons, lead discussions at several workshops and demonstrated the proper Open Court methods and use of Open Court materials.

The Periwinkle Theatre provided large group and classroom performances for all grades, including extensive participation by the children in "The Mad Poet Strikes Again!"

Our Fourth Graders wrote and compiled a booklet of interesting facts called "Do You Know That?"

"Young Audiences" performances provided the children with experiences in opera in "Opera in a Suitcase" and instrumental music, as well as in dramatics. Another performing artist played the guitar introducing classroom songs and games in our first and second grades. The classroom demonstrations were followed by two-hour teacher workshops. This latter experience came from a matching Early Childhood grant.

Our two incubators permitted children to witness and care for the miracle of life with the hatching of chicken eggs in the classroom. A college consultant visited P.S. 198, providing enrichment, teacher training and demonstration lessons in Science. Our Fourth Grade children took part in our district ecology program with projects and visits related to the District 22 Ecology Center.

A school-wide poster contest sponsored by the Parents' Association of P.S. 198 included prizes and a showing at our school and neighborhood. Our school's participation in the poster contest sponsored by the Brooklyn Arts and Cultural Association resulted in many of our children's works being displayed at various banks and museums throughout Brooklyn and in our own school community.

Children from our 4th, 5th and 6th Grades visited Washington, D.C. on April 20, 1978. The trip included visits to the Lincoln Memorial, Smithsonian Institution and other museums, exhibits, and points of interest. The trip provided the children with an enriching experience impossible to duplicate in the classroom. Our children have made trips to the zoo, aquarium, library, museums, restaurants, JFK Airport, and neighborhood trips, including trips to our excellent District 22 Ecology Center.

Our first year of the pre-kindergarten program including fifty 4-year old children, involving parents, paraprofessional teacher and parent volunteers was an outstanding addition to our school. We were pleased to learn that the program was funded again for next year with New York State Funds.

Various class plays, assembly programs, trips, audio-visual materials and our Dance Festival provided an excellent foundation for the enrichment of the Social Studies throughout the school for all grades. Map skills and current events were emphasized to round out a complete and continuing emphasis on social studies. Various art projects and reports (in social studies) were displayed on Bulletin Boards for a total school sharing.

Several local politicians, community leaders and their representatives visited our school during the year.

The growth of "Metric Awareness" at P.S. 198 is beginning with several mathematics laboratory experiences introduced into the classroom. Audio-visual aids, including the overhead projector, filmstrips, motion pictures, and math tapes are used throughout the school year to motivate and build the child's appreciation and skill in the study of mathematics and its application to the world around us.

A modified school band has been formed and is receiving instruction without benefit of a cluster position. Three classes of children have had an opportunity to learn how to play a musical instrument -- a first musical experience for most. A chorus was organized in the upper grades and performed for parents, community leaders and assemblies. Our Dance Festival also extends music appreciation.

Hudde "Future Teachers" visit our school one day a week to provide remedial help, general tutoring and informal counseling for some of our children facing problems in academic, social or emotional areas. These youngsters provide necessary assistance to children requiring special attention.

The P.S.E.N. Reading Skills Lab is a diagnosis and treatment of reading disabilities program for Grades 2 through 6. A reading specialist teacher and a paraprofessional provide individual and small group instruction with a variety of multi-level, multi-cultural and multi-media materials.

The LAMP Program is unique. All kindergarten pupils are given the LAMP test in June. Then pupils are selected according to scores and given the SESA test. Small groups of selected pupils are given instructions by a paraprofessional using varied and diversified materials.

The District 22 Drug Abuse Prevention Program services 32 pupils. Individual, group and family assistance are available to these pupils who may have peer, academic, personal or family related problems. The Youth Advisor is available two days per week.

P.S. 203
Avenue M and East 52 Street
Brooklyn, N.Y. 11234

P.S. 203 presents a well-rounded program to its student body.

Our language arts program is varied in its approach to serve the needs of our children. Our reading program begins in kindergarten with the Alpha One and Sullivan Programs. Open Court is used in grades one and two. Grades three through five make use of several basal reading programs enriched by the use of SRA kits, individualized reading materials and a Controlled Reading Machine program to improve comprehension skills. Our teachers are involved in the Croft Reading Program defining the skills needed to develop critical readers. They are using these teaching skills in the classroom with success. The Hoffman Reading Program is used in several classes. Unified Sustained Silent Reading (U.S.S.R.) has been tried effectively in some of our classes as one more way to create appreciation for, and good habits in the art of reading. One of our fourth grade IGC classes is involved with Project THINK seeking to, develop creative thinking and reasoning in all areas of living.

For children in need of special reading help we have a LAMP program in grade 1, and the P.S.E.N. Reading Skills Laboratory program in grades 2-5. Individual tutoring is provided by a State Funded After-School Tutorial program and a corps of parent volunteers. Periwinkle Productions has given performances in our auditorium and one of the results is that the children are stimulated to write poetry. The Capitol Cities Television Reading program designed to enhance reading, has given our students the opportunity to read scripts of popular T.V. programs prior to viewing them on the screen.

We have united with Brooklyn College to bring an enrichment program in literature and poetry to our intellectually gifted children.

Our Pre-School Readiness Program for Learning Disabled children is the only one of its kind in the borough of Brooklyn. Parents are actively involved in the teaching process. There are bi-monthly parent workshop meetings with a clinical team from Kingsbrook Hospital as an integral part of the program to make treatment possible for the families.

An enrichment program in partnership with Brooklyn College brings to our children experiences which include Tangrams, Geoboards and Metrics. Classes are involved in the AERO Math Learning Lab program. Children enjoy using our math materials during the learning experiences. Our Consumer Office is manned by our capable fifth grade students who put their background of developed concepts to use in real life situations.

The math program at P.S. 203 begins in the kindergarten with the Sullivan Math program and employs a sequential approach throughout the grades. Teachers enjoy the use of math lab materials and the metric system was introduced to the grades a few years ago.

Our Special Education classes (NIEH and EH Units A & B) are an integral part of our school programs. There is mainstreaming in reading and math for individual pupils preparing to enter Junior High School. Special Education classes take part in our painting, reading lab, auditorium and lunch programs.

P.S. 203 (Continued)

Our children in Special Education enjoy a Breakfast program. Eighteen Brooklyn College students have joined our cooperating-teachers in Special Education to provide attention to skills and to develop positive relationships as they prepare to be better equipped in their chosen profession. The children enjoy many first hand experiences on a variety of trips as they familiarize themselves with our community, our borough and our city life as participating members. Photography, role playing and video recording are some of the activities they enjoy.

Visits to our District Ecology Center, use of SCISS materials, USMES workshop, Spring planting, learning about habits and growth patterns of small animals housed in our science class are programs that help to make science a living, "hands-on" experience in the lives of our students.

Our social studies program is enriched by a multi-media lab which provides non-print resource materials in several social studies areas. Video tape is used to create student news programs and to teach consumer education. Original T.V. commercials are filmed. Children are taught the skills in using reference materials.

Trips are varied and exciting from kindergarten through grade five throughout the school year. Airports, museums, zoos, theater, special exhibits are introduced to our classes to acquaint them with the culture in quality and variety surrounding them. One of our classes enjoyed a trip to Washington, D.C. for three days that proved instructive and enjoyable.

Our Humanities program in grades one through three continues to develop awareness of life experiences and living things as well as sensitivity to others in daily relationships our children encounter.

Studies of famous people of many ethnic backgrounds, and our ethnic festivals, have helped our children appreciate differences as well as similarities that are part of our great past, present and future. Our orchestra and chorus will present the fine talents of our children entertaining on P.S. 203's Grandparent's Day and at our festival and graduation programs.

Fourth and fifth graders are involved in Field Day at South Shore High School.

Our entire fifth grade planned a trip to Museum Village, Monroe, New York.

P.S. 203, parents and community are a "team effort" with much success. Parents participate actively in helping children in class with teacher guidance, tutor in reading and math and in maintaining our painting room and library. It is a labor of love.

Our children show recognition and admiration of parents and community in presenting a June Dance Festival for their pleasure. Grades one through three danced their way into the hearts of the audience.

A Flea Market Sale of children-made items from one of our classes proudly presented its proceeds of $265.00 to the Flatlands Volunteer Ambulance Corp.

We are proud of our P.T.A. whose many activities such as book, candy, cake and plant fairs have helped to provide our children with extras.

P.S. 206
Neck Road and E. 22 Street
Brooklyn, N.Y. 11229

Our school, which opened in 1925, was originally known as the Ethan Allen school. In 1976 it was renamed the Joseph F. Lamb school in honor of the American ragtime composer who has been called "The Chopin of Ragtime." Mr. Lamb lived in this area for many years, and members of his family still reside here. One of the reasons we wanted the new name was because music has played an important part in the lives of our children over the years. Many classes are taught the song flute and recorder. In the upper grades several classes are involved in an orchestral music program. Our school chorus, composed of fifth and sixth grade children trained in two and three part harmony, is an outstanding group.

A number of our staff are competent pianists. They assist our children in outstanding productions at regular and evening assemblies. One of our retired teachers returns periodically to assist the children with their performances.

Our kindergarten and first grade have heterogeneous grouping. Grades two through six have homogeneous grouping. Classes for Intellectually Gifted Children exist in grades 4, 5 and 6. There are three Special Education Classes as part of our organization. These are Pre-Placement Classes in which children are placed temporarily while they are being evaluated and until a decision is reached for their permanent placement.

The school also serves as a Speech Center. Children attending other schools, who are deemed to be in need of special Speech training and whose parents consent, are transferred to P.S. 206. The children attend regular classes, but for one period each day they meet with the Speech teacher for special training.

Of course, all the curriculum areas are covered in our school program. In addition, many of our teachers have attended a variety of workshops in order to enhance their ability to work with the children and/or to try new materials and programs. Among these have been Consumer Education, Unified Science and Mathematics for Elementary Schools (USMES), New Adventures in Learning (NAIL), Metric Learnings, Reading, Gifted and Talented and Ecology.

At P.S. 206 we are also fortunate in having a number of special programs which are funded by additional money provided by the state and federal governments. One of these is the LAMP program in which children are tested toward the end of their kindergarten year to help determine whether a learning disability or a potential learning disability exists. The parent is then informed of the possibility of difficulty, recommendations are made and the child receives special help in the first grade.

Reading is another area in which children receive additional help outside the regular classroom. There are two such programs here. One for so-called Title I children (those who live outside the regular school zone) and another Reading Laboratory program for all children, local and others. The Reading Laboratory this year was funded through the Elementary School Assistance Act. We have also recently received a program to assist children who are having great difficulty in Mathematics.

Special consultants have been brought in from Brooklyn College to work with and to help enrich the programs for the children in the I.G.C. classes in grades 4, 5 and 6. The areas of Mathematics and Language Arts (Communication) are covered by these professors.

During our weekly club program children are involved in music, arts and crafts, drama, creative writing, printing (Publishing Center), physical education, catering, chess and checkers and the glee club.

Many of our children have won awards of various kinds and we look forward to their continued success.

Our Parents' Association has been very cooperative and have volunteered their services in hall and door patrol, tutoring, fund raising. They have provided many special educational and cultural programs for our children. They accompany the classes on trips. They assist in the preparation of class productions. They are ready to help our children in any possible.

In addition to Principal - Parent liaison meetings, the staff and parents meet regularly to act on matters that will serve the school's goal. The purpose of our school is to help children learn so that they can function satisfactorily as integrated human beings in today's and tomorrow's society.

P.S. 207
Fillmore Ave. and Coleman St.
Brooklyn, N.Y. 11234

P.S. 207 is a traditional school which believes in traditional values and is committed to the educational philosophy that mastery of the fundamental skills in the areas of reading, language arts, mathematics, science, social studies, et al, is the basis of education for the elementary school child.

We, also, believe in enriching the curriculum. There are a variety of cultural and leisure time activities in the school such as music, art, dancing, physical activities (including tournaments), etc. All the classes participate in a learning lab experience. We have a strong audio-visual program and house a large library of cassette tapes, records, film strips, etc. Each room has a listening center. Our publishing center has enabled every child to see his creative written work printed in a newspaper or magazine. Our school has been the recipient of four awards by the New York Times for outstanding classroom publications.

There are many remedial programs in math and reading. Project Support is a parent volunteer program. There are after school tutorial programs in math and reading which involve high school students who tutor below grade level children. A corrective reading teacher works with small groups of children who are below grade level in reading. Brooklyn College students serve as tutors to groups of two or three pupils who are in need of remedial work.

Our school is organized on a homogeneous basis using reading as the primary criterion for classification of pupils. While we use an eclectic approach in reading methodologies, we stress individualization of instruction and a strong program of phonics instruction. We have consistently scored high in the citywide reading tests.

Our school is a community school - strongly supported by our parents and our community. We believe that we play an important part in keeping our neighborhood strong. We are involved in many community projects - essay and art contests, food and clothing collections for the needy, informational and sanitation projects, etc. We participate in the B'nai B'rith Brotherhood Essay Contest, The American Legion Essay Contest, The 63rd Police Precinct Essay Contest, etc.

P.S. 217
Newkirk & Coney Island Aves.
Brooklyn, N. Y. 11230

Culturally and artistically, Public School 217 is a bellwether. Our 'Grade Showcase' magazines on each grade, received awards from the New York Times. Our booklets of poetry, inspired by our Poet-in-Residence, Larry Fagin, have been sent to outstanding magazines. Some will be published. Our Annual Science Fair was an unusually fine one. One of our children won recognition as a representative from our school to the District for his performance in the Story-telling Contest. We have developed one of the best school libraries and Early Childhood libraries in the City of New York. We were commended by parents and community for the unique, moveable and original library projects produced by our library classes.

The entire school was involved in the Public School 217 International Heritage Week. More than 300 parents, friends of our school, and golden-age visitors from Sharome Manor and the Dorchester Senior Citizens' Center, observed our International Heritage Week Celebration on May 9. Each class had previously set up an ethnic project involving Language, Arts, Music, Choral Speaking, Chorus, Orchestra and Dance.

Parents provided us with all the ethnic foods. The 70th Precinct (P.A.L.) furnished the bus transportation that brought our Golden-Agers to and from Public School 217.

Our children were entertained and inspired by such storytellers as Laura Simms and Jehan Clements, by the Periwinkle Players, Young Audiences, Consultant on Film Animation, Science Specialists, Park Department Puppet Shows, the Cottaye Marionette Theater Group, and the Brooklyn Lyric Opera Company. Much credit is due to our wonderful parents who, along with the District Office, provided us with some of this enrichment.

School, parents, and community enjoy unique cooperation. Volunteer parents and children on a one-to-one basis exchange storytelling and experiences. This oral language enrichment program has been instituted for kindergarten children and for those who have limited language ability. The aim is to develop positive attitudes towards listening, speaking and reading.

Cooperation between Public School 217 and Ditmas Junior High School, which we feed, has also been positive. Students from Ditmas Junior High School have given mini-courses in astronomy and paleontology to our sixth grade youngsters. We share with Ditmas a Grandparent-Volunteer program. These grandparents help Russians, Albanians, and other new arrivals to our country with basic language skills and with adjustment to their new homeland.

Our kindergarten children learn to read! Both Alpha One and Distar have made their impact on the youngsters who then enter our first grade, already reading.

Distar math used successfully in the first grade combines both the new and old aspects of the math program.

The excellent PSEN materials, part of the reimbursable program sent from District 22, have proven to be most effective in the teaching and learning of children with learning problems.

Our Consumer Advocates program has been functioning with the cooperation of the New York State Attorney General's Office. This integrates well with units in Social Studies and Language Arts. Children have made strides of two to three years in reading in one year in our corrective reading lab.

Our program includes a Chinese Bilingual Program, English as a Second Language, Speech Improvement Center, Reading Skills Center and a gym program involving gymnastics and physical fitness from grades kindergarten through six.

A science professor from Staten Island CUNY has been visiting talented classes this year to help improve the students' ability to identify problems, to test hypotheses, to record data and to engage in critical thinking utilizing a "hands-on" approach.

Several of our teachers are involved in "Operation Action" in cooperation with the Environmental Action, Coalition and Gateway Recreational Area. Assembly programs, workshops and sleep-outs have been scheduled.

The goal in Social Studies has been to increase pupil knowledge of contemporary society through the study of our origins and our past. The stress has been on the "why" and "how" in history rather than on memorization of facts and dates.

Research assignments have been presented to pupils in upper grades and lessons are given on sources of information, extracting information, compiling a report and using illustrations. The mechanics are also covered: title page, bibliography, etc.

Stress upon our Cultural Heritage has been given to the Irish and Italians this year in special programs in the assembly.

Social Studies texts have been reviewed and new sets have replaced dated texts when necessary.

Our Glee Club of fifty-five 4th and 5th graders meets twice weekly with Mrs. Antonoff, a kindergarten teacher. They are preparing for their end-term concerts for all the pupils in the school and for the parent's meetings.

Singing is a part of the regular weekly assembly programs and in grades kindergarten and 1, which have in-room pianos, music plays a greater role during each school day.

At 9:00 A.M. each morning, all pupils participate in the singing of a variety of patriotic songs (via the public address system).

Our Art teacher provides coverage one day per week and provides pupils in kindergarten and grade 1 with a variety of weekly lessons. In each of the other classes, drawing and tempora painting, and arts and crafts activities are a regularly scheduled part of weekly activities.

Classroom art is displayed in the corridors and public areas to be appreciated and enjoyed by all visitors. Our school will shortly have an Art Exhibit at the Chase Manhattan Bank in Kings Plaza.

The Health Education program includes an audiometer test for all pupils movement education programs in grades Pre-Kindergarten through 5, and structured gym lessons. The Dance Festival, Field Day and class picnics are all culminating activities. The latter are planned by teachers, pupils, and parents and involve practice of social amenities and cooperation.

The Articulation Program for 5th graders with the Junior High School to ease the transition of entering the secondary School.

The year passes all too quickly because each day is too short to complete all that has to be learned in each area of living and learning.

P.S. 251
1037 East 54th Street
Brooklyn, N.Y. 11234

Public School 251 is the hub of the Paerdegat Basin neighborhood. It consists of a most interesting racial mix, including Arab, Jewish, Black, White, Chinese, Haitian and Korean children. It is fortunate to have a relatively low mobility. This stability allows us to have an immediacy in our relationship with parents, which both increase the importance of the school to its parent body and enhances our success.

We are a high achievement school, ranking at the top in City and State Reading and Math testing programs. Additionally, we pride ourselves on our creativity. We offer children many showcases for their talents, which culminates each year in an Annual Festival which is usually attended by well over one thousand people.

It is to be noted that the relationship between parents and teachers is a very strong one. Indeed, newcomers are surprised to learn that we still have a P.T.A. Goal setting and evaluation processes are conducted with representative parent groups. The following are among our special points to emphasize:

Open Court is being used in Grades 1-6 and is currently being re-evaluated for use in slow 4th, 5th, and 6th Grade Classes. We continue to have teachers teaching three reading lessons daily in each classroom: Basal reader, content area reading, phonics and structural analysis study skills.

In the pre-kindergarten and kindergarten, we emphasize pre-reading and reading skills. The great majority of our children read by the end of kindergarten. We stress early identification of strengths and weaknesses in the children and group them homogenously as soon as possible.

We focus on computation concepts, problem solving, arithmetic skills and the New Math. We have abandoned formerly used textbooks in favor of Scott Foresman Mathematics Around Us in Grades K-6. We will continue to use D.C. Heath New Ways in Numbers as a workbook with stress on Arithmetic. We continue to place stress on automatic recall of number facts with daily drill in each classroom Gr. 2-6. In addition, teachers are being trained to think in metrics. Our materials have been ordered from Addison Wesley&Harcourt Brace. We have invited speakers to Faculty Conferences.

Our science experiences continue to promote understandings in the areas of Magnetism and Electricity, Earth in Space, Living Things, Sound and Light in Communication, Weather, Transportation, Earth and Its Resources. In these areas we continue to use the discovery method. Our ultimate goal is to promote functional independence of children and to improve the ability to think critically rather than to acquire a mass of memoriter learning.

Our social studies instruction focuses on: The inquiry method, Ecological studies, Governmental studies, (extension of G.O. Student Council) Human relations, Black and African studies, Content reading of New York Times (Gr. 5 IGC).

We continue to afford our children many showcases for their talents. Our annual Festival of Arts was held at South Shore H.S. on May 31, 1978. Over 350 of our children performed in this large scale culmination of the year's work in music and dance.

We have incorporated all aspects of Health Education, both physical and emotional, into our daily school routines. All classes receive physical education instruction on a scheduled basis from our classroom teachers. Movement education has been taught with great success in our Special Education classes, both E.H. and CRMD and has been extended to mainstream, assisted by Prof. J. Schwartz, Phys. Ed. Dept. N.Y.U.

We employ a variety of class and group structures in order to individualize education as much as possible. These include leveling, departmentalization, homogeneous grouping where possible.

We have articulated with I.S. 78 in an effort to effect a smooth transition from Grade 6 to Grade 7.

Presently we have 9 classes of Special Education; 3 E.H. classes; 4 H.C. 30 classes; 2 EMR classes and, to the extent possible, we mainstream on an individual and part-time basis. In addition, we stress the integration of parents and special children and mainstream parents in all the activities of the school and P.T.A. The Special Education children are included in our Annual Festival.

Our school is a rich amalgum of many talents; of parents and children from a neighborhood project; from small private homes, and one large apartment house complex. Our ties to the neighborhood are close. We receive active assistance in school management from many people and places.

OUR SCHOOL WORKS!

P.S. 254
1801 Avenue Y
Brooklyn, N.Y. 11235

P.S. 254 prides itself in being known as the "Mini U.N." school because of the multi-backgrounds of the student population. Included are children from such far off countries as Russia, Korea, India, Pakistan, Hong Kong. The multi-lingual ability and customs of these students help to enrich the lives of all the students.

The Open Court Program was initiated in our school, beginning with our first grade classes. There is strong evidence that this program has resulted in effective learning of reading and language arts. Students and parents have expressed their enthusiasm and support of the program. The program concentrates on effective language learning--structured, systematic, achievement-oriented and includes comprehension, vocabulary and composition. For the next school year, the program will be expanded to the kindergarten and second grade classes. In the following years, the Open Court Program will be incorporated in each class in the school, including the Special Education classes.

This year, the school organized a form of the departmental program, namely, "leveling" for grades two through five. The special expertise of each teacher was utilized in a particular discipline and, at the same time provisions were made for some homogeneous groupings. The "leveling" in the second and third grades included such curriculum areas as Reading and Math. The fourth and fifth grades included Language Arts and Social Studies in addition to Reading and Math as part of the program. Here again, students and parents have expressed their approval at the positive results that have been evident as a result of this program innovation.

A plan to mainstream Special Education students into all aspects of the school curriculum was developed with the parents, teachers and children. Initially one student from every Special Education class in the school was mainstreamed into such disciplines as Reading, Math, Art, and Physical Education. This effort was expanded to the point where throughout the school year, several students from each class have been mainstreamed into more than one curriculum area. In addition the lunch program has been reorganized to include Special Education classes. The departmentalization of classes has facilitated mainstreaming of the school's Special Education students.

Parent volunteers have played a vital role in assisting the staff to maintain a highly desirable tone and quality in our school as well as to help children directly through tutoring and enrichment activities. Some of these volunteer activities include: assisting in the library, tutoring students on an individual basis in Reading and Math, door patrol, and special class programs.

A reading-assistance program was conducted for children on all grade levels. Library activities and music classes were scheduled on a periodic basis. Other school services included the "Young Audience" and "Poet-in-the Class" activities.

The Parents' Association made arrangements for special school programs. These included a Magic Show, a Smorgasbord Night, a School Book Fair and a Giant Cake Sale. In addition, the Parents' Association provided buses for all classes in the school to go on class trips.

P.S. 255
1866 East 17 Street
Brooklyn, N.Y. 11229

P.S. 255 is located on E. 17th Street between Avenues R and S. It is situated directly across from Cunningham Junior High School which invites much sharing of programs and facilities.

Our school is heterogeneously organized in grades one and two, and homogeneously organized in grades three to six. Within our heterogeneous grades one and two, a bridge class has been organized that includes those children in need of remediation.

Our school presents a myriad of programs all designed to promote the optimum learning situation for each child. This year we have begun an all-encompassing Language Arts Program called Open Court. This is an umbrella of all language arts activities which includes reading, grammar, correct usage, and dictation.

Our Language Arts Program also involves an annual school magazine where children's articles are included.

The Science Program is highlighted by a fully stocked science laboratory in which all classes are programmed once a week for science with a specialist who articulates the program with the classroom work. One major activity that illuminated our science curriculum was our celebration of Earth Day that involved all pupils, teachers, administrators, custodial and lunchroom personnel at P.S. 255. Outside consultants spoke to our children concerning recycling and other aspects of ecology. It was an unforgettable day.

Our mathematics is busily centered about the implementation of the metric system and the need to overcome weakness in computational and problem-solving skills.

Our Spanish language program extends to our sixth grade Intellectually Gifted Children. As an outgrowth of the program, we have celebrated both Italian and Jewish Heritage weeks in the form of plays, speakers, and ethnic foods.

A major emphasis and school commitment to the arts comes from an artist residency provided, in part, by funding from the New York Foundation for the Arts. Teachers and children receive instruction constructing paper mache figures, puppetry, paper sculpture and figure drawing. In addition, student teachers from Pratt Institute are here daily to enhance the program and to provide additional art experiences.

Our science and art curriculum is further strengthened by our annual camping program in which the children, teachers, and parents camp out overnight at Gateway National Park.

P.S. 255 is fortunate to have a Special Education Unit of TMR and EMR pupils. These children are supported by very dedicated teachers, para-professionals, and aids. In addition, student observers are assigned to these classes as well as other classes in the school. The Special Education children are mainstreamed as much as possible and one of our children was selected as Special Education Child of the Year.

Our Club Program involves a variety of activities for fifth and sixth graders on a departmentalized basis. The children are exposed to such activities as photography, arts and crafts, playing the recorder, and modern or social dancing including the hustle.

The Parents' Association has sponsored trips for each class to such places as Philadelphia, West Point, and Hyde Park, New York.

Pupils in need of remedial assistance in reading are provided with federally and state-funded personnel and materials. The instructional help given to each child can be either a teacher, paraprofessional or family assistant who works with the parents.

The LAMP Program identifies those children early in first grade who evidence potential learning disabilities.

In addition to funded remedial reading programs at P.S. 255, additional help in mathematics is given to children in a small group setting.

Reimbursable programs also fund our English as a Second Language Class (ESL). In this class, recently arrived children are given the opportunity to adjust to school life and to learn English at their own pace. This is a transitional class that mainstreams the children as much as possible.

Gifted children are not neglected at our school. Intellectually gifted children have been given enrichment activities in music and social studies as part of a state funded reimbursable program. The work done with these children has been very stimulating.

P.S. 269
1957 Nostrand Avenue
Brooklyn, N.Y. 11210

Our classroom teachers and our Reading Skills Laboratory teachers have served the special needs of our students well. The School Board awarded us $1,000 for having achieved a substantial increase in reading scores for 1977 (P.S. 269 moved up 155 places in the citywide rank order). We are proud of our staff, students, and our parents for their efforts.

The Math Resource Teacher has given our students experiences in using metric measure in their daily lives. The students are developing an awareness of and skill in using the metric system. In preparation for our forthcoming metric fair, our students have prepared original posters which are now displayed in the school lobby.

Our Field Day this year will be in metric measurement. (100 meter dash, etc.). We are planning a metric training program for teachers and parents.

Our Bilingual programs in Spanish and French serve our non-English speaking students with a basic-skills program as well as an enrichment program in their native language.

A Learning Disabilities Resource Center serving the needs of twenty students is housed in our school and is in the process of being organized.

We are indeed proud of our exceptional Glee Club. This year the Glee Club was invited to perform at the Waldorf Astoria, N.Y. Hilton, Rockefeller Center, The International Hotel and recently at Boro Hall to celebrate the 30th anniversary of the State of Israel. Our students receive a multi-lingual education (children sing in different languages) as well as a music education.

To enhance our cultural tastes, some of our class productions presented at regular assemblies this term included: "The Wiz", "Oliver", "Born to Be Free", "Smoky the Bear", and others.

Our students have attended concerts at Town Hall, BAM, Cinerama Theater, YMHA, NYC Community College.

Our ceramic workshop helps our students in the reading lab explore their artistic talents along with improving their communication skills. The ceramic workshop helps them sharpen their listening skills and develop their ability to follow sequence and predict outcomes.

Many of our teachers were involved in the Croft Reading Management Program. Techniques and approaches in reading were refined and enhanced.

Professor Bob Smith of Brooklyn College presented an enriched program in Mathematics for the boys and girls in our I.G.C. classes. Classroom teachers participated as well.

The "Poet-in-the-Schools" program exposed our children to a vital area of creative expression.

P.S. 277
2529 Gerritsen Ave.
Brooklyn, N.Y. 11229

The original school building erected in 1953, is situated on a peninsula surrounded by Marine Park, Shell Bank Creek, and the Atlantic Ocean. The architecture and landscaping are coordinated to the "fishing village style" of the surrounding area.

In the kindergarten the language arts program centers about the Alpha One Reading Activities. These experiences provide a total program involving art, music, dramatizations, and such other language arts skills as letter recognition, phonics, word attack skills and visual and auditory discrimination.

The Science program arouses curiosity about things in the environment especially as it pertains to the local area (animal life, plants, seeds, etc.)

In Mathematics, emphasis is placed on the use of numbers as on clocks, calendars, telephone, counting, learning different shapes and early measurement experiences.

The Social Studies program focuses attention on understanding and appreciating the role of community helpers through such experiences as visits from parents who are firemen, etc. The functioning of family life and its value occupies an important place in this aspect of the curriculum.

The Humanities and Values Program help to foster the development of such human values as truth, beauty, justice, love and faith through activities planned in "Self-Expression and Conduct" by Harcourt Brace.

The grades one and two language arts program stresses reading skills, Leveling, according to reading achievement level, is used to group children who are otherwise heterogeneously assigned to official classes. Emphasis is placed on decoding, vocabulary development, comprehension, listening and speaking skills. Skills in penmanship are developed and these lead to creative writing experiences in the form of poems and short stories.

Mathematics includes experiences in the use of Cuisenaire Rods, in Mathematics Laboratories, in the study of place value, non-standard measurements, use of money, fractional parts, metric measurement, problem-solving, telling time and use of calendars.

The Social Studies focus on Families, Interdependence of People, Living and Working Together, Large Cities, and People Who Help Us. An important activity for these young children that correlates actual experience to many topics is going on trips to such places as the Brooklyn Academy of Music and Chinatown.

Health Education emphasizes those areas of knowledge (nutrition, parts of body and their care, safety) and physical activities that will lead to a greater number of healthy and happy youngsters. The use of special kits about nutrition (Food, Your Choice) and Movement Education provide special interest and motivation.

Science activities involve the pupils in discovery of the world around them with emphasis on their environment and how it can be conserved.

The Humanities Program through movement, creative activities, sharing etc., is extended through these grades and permits children to be more expressive about their feelings. The use of special filmstrips, texts, and tape cassettes makethese learning experiences more meaningful.

Throughout grades three to six language arts activities continue to stress a continuation of "Leveling". A variety of materials (from a basal reader to individualized programs making use of reading laboratories, etc.) is used as well as such equipment as the Controlled Reader and the Hoffman Reader. There is continued emphasis on word attack skills, structural analysis, comprehension, and vocabulary development.

Listening skills and written communication are accented throughout grades 3-6. Grades 4, 5, and 6 make use of a special Readers' Digest program called, "Write to Communicate" which helps pupils stretch their imagination and attempt different forms of writing (Autobiography, Tall Tales, Feature Article, etc.) Special booklets reflecting the creative writing talents of the children have been published via our Publishing Center. Similar creative writing samples are published in the Parents' Association Newsletter each month.

Through the "Poet-in-the-Schools" program the children had first-hand experiences with a poet and this led to many activities involving writing and reading of poetry. Language arts was further enhanced with the performance and workshops by the Periwinkle Players.

Mathematics activities have provided varied opportunities for stressing computational skills, Diagnostic and prescriptive procedures assist in meeting individual needs. Mathematics Laboratories are utilized as an additional means of individualizing instruction and reinforcement. Mathematics materials and equipment such as Cuisenaire Rods, Geoboards, Tangrams, hand calculators, and metric measuring instruments provide first hand experiences which motivate pupils and extend mathematical concepts.

The Social Studies curriculum for the various grades is followed in accordance with the prescribed course of study. This is augmented by trips and a Consumer Education program. All grades pursue appropriate map and globe studies to strengthen skills in this area.

The Science Program centers about the science cluster position. Emphasis is placed on the discovery approach so that pupils have opportunities to be actively involved in meaningful activities. Children have responsibilities in caring for and observing fish, gerbils, and various other specimen that are brought to school by the youngsters themselves or their parents.

Health Education involves more advanced instruction in care of the body, harmful use of drugs and tobacco, importance of proper nutrition and exercise.

Art and Music experiences are offered through direct classroom opportunities, special programs such as Young Audiences, school displays, etc.

Our special programs includes the PSEN Reading Skills Laboratory which provides intensive reading assistance for children who are one and a half or more years below grade level.

The After-School Tutorial Reading Program makes use of high school students who assist children on a one to two basis.

The Gifted Program provided us with a mathematics consultant who worked with small groups of gifted children. The Gifted Program also includes a special science project which stresses Ecology, particularly in relation to neighborhood resources. In addition, a special teacher meets with children to use materials from the Think Program of Innovative Sciences Inc. which are designed to strengthen and expand ability to use logic.

The LAMP Program provides an educational assistant who uses diagnostic procedures with kindergarten children. The program provides the kind of prescriptive measure to use with those children, who, when they get to first grade, have been identified as having certain types of learning problems.

Four classes of Multiply Handicapped Pupils have been part of our school since September 1977. Pupils range in age from 5 to 16 years and the staff consists of trained teachers, educational assistants, a guidance counselor, and specialists in reading, mathematics, speech and motor education. The aim of the program is to give the children as normal an environment and education as possible, and to help each one realize the fullest potential. The special education group has been a welcome addition to P.S. 277.

P.S. 312
7103 Avenue T
Brooklyn, N.Y. 11234

P.S. 312, the Bergen Beach School, is a pre-kindergarten through 5th grade school, and has now begun its second decade. The school continues in its philosophy of a carefully structured, though individualized, program for the children is an "open" atmosphere.

The organization of the classes varies each year, and from grade to grade, depending on the needs and abilities of the children in the school. We have intellectually gifted classes; homogeneous and heterogeneous grouping; open classrooms; special education classes and a special pre-kindergarten class.

The basic curriculum which is outlined below is flavored throughout by the fact that as an Arts in General Education Demonstration School, we are committed to the integration of the Arts into all facets of the children's lives. For example, children may reinforce the reading skill of listening in the Electronic Music class. Others may explore the physics laws of space in the Dance and Movement class. Manual dexterity is developed in the visual arts program and children have done projects in math, science, social studies and language arts while preparing films in the Film Making class.

Our kindergarten children start the Open Court Reading program that continues through the fifth grade. This reading program, however, is supplemented by other series, such as the MacMillan spectrum series and an individualized reading program. Skills development is fostered through an audio-visual approach using such materials as the Weston Woods Library component, the Controlled Readers, the SRA Reading Labs and Pilot libraries, the Hoffman Reading Machine, the Borg Warner Systems 80 Reading Machines, Decoding for Reading program, and others. The children also work with skills materials such as the Challenge Guidance Readers, Pyramid Primary Dictionary Skills, Barnell Loft Specific Skills Series, Readers Digest Skill Builders, McCall Crabs, etc.

The Open Court Program is not only a reading program but a complete language arts program. Each class demonstrates its ability to write creatively, and in good form, when they publish their class newspapers and magazines. These periodicals have consistently won awards at the New York Times Publishing Activities Awards Ceremonies each year. The library is not only well stocked with books for all grades and interest levels but is also an Audio-Visual Center.

We are fortunate to have a fully equipped Math lab and Science lab in the school and special teachers to guide the children in "hands on" experiences in these curriculum areas in addition to their regular class work. In their math periods in class the children are guided by the use of the Scott Foresman Mathematics Around Us series. Their number facts are reinforced through the use of such materials as the S.R.A. Drill Tapes and McCormack Mathers Math Skills kit. Math lab materials such as Cuisinaire Rods, Geo Boards, balance scales, inch blacks, tangrams, etc.are also used in the classroom. The transition to the Metric System is an ongoing process and has been assisted by the use of new materials that measure, length, volume, weight, etc.,in metric units.

In the classroom, each child can refer to a science textbook from the Harcourt Brace series, Concepts in Science for research for their science projects and experiments. Care and feeding of live animals and fish are a part of each science experience. The children have also observed the hatching of chicks in their classrooms. We use many audio-visual materials as well as other science demonstration kits to foster the learnings of scientific concepts.

Although projects and committee work form the basis of the social studies program at P 312, the children have the use of textbooks, audio-visual materials such as maps, globes, transparencies, films and filmstrips and other reference materials to help them in their work.

Special events such as Field Day, Dance Festival, Grandparents Day, Fifth Grade Trip, G.O. elections, Film Festival, Media Day, class trips, International Festival and others help to make our school experiences interesting and enjoyable and also create an exciting climate for learning.

I.S. 14
Ave. X & Batchelder St.
Brooklyn, N. Y. 11235

The basic thrust of the school year 1977-78 has been to raise achievement standards in the basic areas of instruction. Enrichment activities flowed from the basic goals.

This year's Science Fair involved almost 100 students who made projects, models and dioramas, and also conducted experiments with plants and animals. Four entries in the Borough Fair won awards. In addition, two projects were entered into the annual SEER energy competition. Our ecology and oceanography classes visited Bear Mountain Park, Kingsborough Community College, the Aquarium and Sheepshead Bay for water sampling. Other classes visited the Franklin Institute in Philadelphia. A teacher from the Botanic Gardens gave several classes lessons in making terraria and desert environments.

The Math Department produced a Math magazine which incorporated short stories, puzzles and math games. It was printed in the school print shop by students, and was distributed to the student body. A Math Fair gave students an opportunity to produce posters, computers, games and some projects involving the history of mathematical thinking. The Math Team finished their competition in second place in the School District Interschool Competition.

The Unified Math Program (SSMCIS) is taught in the 7th and 8th year SPE classes, without ignoring the basics of the regular curriculum. This program emphasizes the theoretical aspects of mathematics.

The Department has introduced a "Pen Pal" Club which offers students the opportunity to correspond with foreign students, namely in France, Spain and Italy. The culture and heritage of the respective countries are being studied. A Spanish-speaking visitor from Brazil visited the Spanish classes and informed them of life in her country. Spanish, Italian and Hebrew Culture Weeks were celebrated with trips to museums, the Italian Consulate, restaurants, and an auditorium program of cultural slides.

Students are taught consumer education, legal concepts, European, Early American and Modern History in addition to the impact of modern urbanization on our world today.

Bar exercises, rhythmic movement, heritage of the dance, and choreography are all being taught to the students in the dance classes. In addition, they have subscribed to a series of dance recitals given by Alvin Ailey and other famous dancers and companies. The dancers will present a series of dances, choreographed by the teacher and students at the Music Festival in May.

The students have created two twenty-five foot murals, one of which is to be seen in the faculty dining room. Representative student work was hung in City Bank. Eight students will represent District 22 at the Lever House exhibit and workshop in May. In May, Shell Bank will have an in-school Art Exhibit.

The Orchestra, Band and Chorus have performed at Kings County Hospital and for the Arista installation. They are preparing for the Music Festival and for a May tree planting in honor of Mr. Darrow. The Band is planning to perform at a Borough Hall lunch happening sponsored by BACA. Instrumentalists and singers are performing in "Our Fair Lady". A number of classes have been studying theory, harmony and keyboard techniques.

The Industrial Arts Department will be featured at Kings Plaza Exhibition on Friday, May 26th. The students will do Rubber Stamp demonstrations.

Students are involved in metal work, making jewelry; in electric shop where they are taught wiring and soldering techniques; in wood shop, where they use power tools in the handling of wood, and are taught cabinet making and carpentry; in graphic arts, where they are taught printing methods, etching, offset, making rubber stamps, pads, etc.

The foods classes will be culminating the term's work with end-of-year parties. The menus, based on nutritional learnings, will be discussed, planned, and invitations, decorations, shopping lists, time schedules, and cleanup assignments will be arranged.

Shell Bank Junior High School honored all of the Senior Citizens in our community by inviting them for a special two hour production of 'Our Fair Lady.' The show was directed by Mr. Steven Shapiro and had a cast of more than 120 students. Close to 600 senior citizens attended.

The Parents'Association of Shell Bank has generously sponsored an after-school tutorial program to assist our pupils in Math, Science, and Foreign Language.

Future Yvonne Goulogongs and Arthur Ashes are being developed in our tennis classes. In addition, we have classes in gymnastics, intra-mural basketball tournament, wrestling, girls' volleyball tournament, student-faculty basketball and volleyball games.

The Shell Bank remedial reading programs have been most successful in upgrading the skills of the involved students. The following is a listing of the specific programs which we offer:

a) ESAA - small group and individual instruction
b) PSEN - small group instruction
c) TITLE I - individualized instruction

"For-Teeners", the Shell Bank Award Winning Yearbook is celebrating Shell Bank's "Twenty-Sixth" year, in the 1978 issue. The faculty have been asked to send to Ms. Shelton their own baby photos. The Shell Bank artists, editors, reporters are very involved in creating another award winning issue.

Our Creative Drama class provides experiences in elementary improvisation, group-written skits, plays, and the knowledge and opportunity for evaluation of individual and group performances.

I. S. 78
1420 East 68th St.
Brooklyn, N.Y. 11234

Our pupils continue to grow academically and socially in a warm and friendly school atmosphere. We provided a varied program of trips to enrich the school curriculum.

The Mathematics program features work with pocket calculators to augment the study of units such as prime factorization. Activities provided via reference to books dealing with calculator activities.

Eighth grade students who are exceptionally gifted in math take the first course of the S.S.M.C.I.S. program.

Enrichment in some classes deals with mathematics in the business world. Classes are taught the workings of the stock market. A culmination to this unit is a visit to the N.Y. Stock Exchange.

For pupils in need of assistance, a parent tutoring program was established this year.

Additionally, a Math Lab program to service pupils needing assistance has also been in operation.

The school's Math team won its three match competitions for the third consecutive year.

The Science program also flourished at Mann. The annual Science Fair had over 100 pupil projects on display. These were selected from individual class fairs. Two student projects were winners at the Borough Science Fair. One student won first prize in the K-8 category, while another student won third prize in the K-8 category.

Pupil activity in environmental study has been abundant. Four classes spent three days studying the environment at the Pocono Environmental Education Center. Sixth grade students will be studying food plants and visiting the Bronx Botanical Garden. Eighth graders have visited the High Rock Conservation Center in Staten Island.

The end-term culmination of environmental activity will take place on the evening of June 5, 1978. An interdisciplinary, environmental fair will be held to celebrate World Environment Day. Pupil displays and reports will be gotten from all the subject disciplines.

Awareness of the world of science has also been aided by visits of classes to the Franklin Institute in Philadelphia, Pennsylvania.

Pupil participation in the SEER program is another example of our pupils involvement with science. These out-of-classroom activities augment a program

of learning via discovery within the science classroom. Pupil achievement is constantly of note as is indicated by the success of our graduates on both the high school and college level.

In addition to the implementation of the regular Language Arts curriculum for grades 6, 7, 8, Roy H. Mann offers pupils severely retarded in reading the opportunity to develop their reading skills in three specially funded programs. The E.S.A.A., P.S.E.N. and Title I reading laboratories at I.S. 78 are devoted to the promulgation of the four E's - education, enrichment, enthusiasm and enjoyment. One of the prime objectives has been to provide each student in the program with a positive feeling of self-worth. Parents and children have benefited from a Workshop which provided them with an increased awareness of the import of their own behavior and the behavior of others.

The "Thinking Skills" Language program has been introduced to many of our youngsters. The program combines phonic analysis, logic and comprehension for the development of reading skills.

Cooperatively, the labs have joined forces to provide students with profitable educational experiences outside of school. The children have attended a performance of a Victor Herbert operetta, visited the Museum of Natural History and the Hayden Planetarium and attended a ballet. The most ambitious trip was a two day trip to Washington, D.C. A one day trip to the Amish Country was planned for June.

These funded programs at I.S. 78 are multi-faceted. By virtue of the diversity of activities, they help to provide for the improvement of the reading ability of all participating students.

A program for the improvement of the on and above level reader has been introduced in several classes this year. The program makes use of the Controlled Reader to increase pupils reading speed and ability to comprehend. Language Arts classes have made tours of the Lincoln Center Complex and saw the film "Romeo and Juliet" to supplement the reading of the Shakespeare play in class.

Talent classes at Roy H. Mann have participated in activities far beyond the classroom. Band and Art groups have combined with French classes in a program called "Mann Cares". These groups have visited Senior Citizens homes to provide entertainment for the elderly. The Senior Band has performed at the feeder elementary schools as part of an overall articulation program.

An experimental reading program involving photography was implemented. The reading and photography teacher worked together to motivate reading through photography.

A Multi-media talent program was introduced when pupils experimented with photography, video, radio and motion picture film making.

The debate between Fine Arts and Manual Arts (Home Economics) is being settled by cooperation. The first step on the long road back from over-specialization to the understanding of an entire process has been taken. We can now hear the firm tread of people heading toward the goal of an appreciation for workmanship and craftsmanship. This has been sorely missed lately.

"Fabric design and clothing design are not mutually exclusive but must complement each other." This is the opening statement and underlying premise that is the basis of a new course being taught at Roy H. Mann I.S. 78 Brooklyn. A parallel program has been arranged between the Fine Arts Talent Class and the Fashion Talent Class. This has come under the umbrella of a Fashion Arts Program, designed and supervised by one of our assistant principals and involves two of our teachers. The flexibility afforded the students due to the proximity of classrooms has proved to be successful because they have the freedom to work in both areas with equal ease. With an eye toward the ultimate goal of a specific finished article of clothing, the area of fabric design and decoration takes on greater meaning. The students can then appreciate the processes necessary in the design and manufacture of wearing apparel. This brings an added dimension to their knowledge of consumer education.

J.H.S. 234
1875 E. 17th St.
Brooklyn, N. Y. 11229

This year Cunningham continued its traditions of excellence in achievement, combined with our warm and sincere interest in the children's welfare. We have provided stimulating experiences for all of our pupils, together with interesting events which made school a happy and productive place.

Our mathematics program follows the curriculum bulletins provided by the Board of Education for each grade, with modifications for some pupils.

The SPE children study the SSMCIS Unified Math program in the 7th, 8th, 9th years. In addition, the 9th year SPE children are taught the remaining topics in Regular 9th year Math (Algebra and Trigonometry) and take the 9th Year Regents Exam. (With excellent results.)

We have (for the first time) been able to obtain the services of one parent volunteer, who is working with two boys who are getting ready for Brooklyn Tech and for the last two months we have had an ESAA Title I Corrective Math Program to focus on other students.

We have two Math Teams which enter the City-Wide annual Math Competition. They have both won First Place in Brooklyn this year. The ninth year team tied for third place city-wide this year. Several of our children participated in special math courses given after school at James Madison High School.

The regular curriculum suggested by Bureau of Foreign Languages has been rearranged and added to by the Foreign Language Faculty and some children are given a modified course in a foreign language.

Many reports and hand-crafted projects connected with the culture of each country, are tendered by most children.

Our youngsters have participated in the competitions run by the Association of Foreign Language Teacners. One of them placed second in the Region.

The Assistant Principal in charge of Language Arts standardized the curriculum in Literature, Grammar, and Composition, so that every topic of importance is covered at a specific time in each grade. The ninth year pupils have 4 mini-courses each year, taught by 4 teachers in rotation, covering the areas of Human Values through Literature, Drama, Film, and Journalism. The very brightest pupils had a course in World Literature which is coordinated with the World Georgraphy section of the Social Studies Curriculum.

We have three reading programs in operation for those who need special help - EDL, PSEN AND ESAA. Pupils not eligible for inclusion in these programs have five periods of reading (in addition to five periods of English) with our regular English teachers. In addition, a parent volunteer group help individuals in reading.

We have a Great Books Club which provides incentive to read much more. This includes readers on all levels of ability. A "Good Earth" festival, in connection with the reading of that book, was held in the multi-media center of the library.

A large group of children visited Stratford, Connecticut for a performance of a play by Shakespeare and the Juilliard School of Lincoln Center presented a performance of Romeo and Juliet, which our children study in their 9th year Literature course.

For many years we have offered individual investigation as part of all our science courses. We still try to do some of this, since it is most difficult without a Laboratory Specialist. The 9th year SPE classes study Earth Science (a High School Course). We also have ongoing Environmental and Ecological Studies augmented by many fish tanks, terraria, a "weather station" on the school roof, and visits to Gateway National park areas. This year two of our classes are involved with the elementary school children of P.S. 255, in a gardening project on land adjacent to that school.

Our entries in the Brooklyn Science Fair resulted in a Third Place winner.

This school's emphasis on ethical values, current events, and good citizenship accompanies the regular Social Studies curriculum.

Our pupils have won first prizes in at least two essay contests. "What America Means To Me" and "The New York Statehood Anniversary Writing Contest".

We have had children's art work chosen for inclusion in the BACA and Lever House Exhibits.

Our youngsters demonstrated their Home Economics and Industrial Arts "show - sell" at Board of Education Headquarters. (We sold out, incidentally!) and soon will do so at the Kings Plaza Mall in Brooklyn.

We have had the pleasure of exposing our Instrumental Music groups to the performance of professionals from the Juilliard School of Music at Lincoln Center.

J.H.S. 240
2500 Nostrand Avenue
Brooklyn, N.Y. 11210

We, at Hudde J.H.S.,continue to monitor the progress of each child, to personalize instruction, and to promote inter-departmental cooperation, in order to insure quality education for our students.

The Social Studies curriculum of Andries Hudde Junior High School is based upon a modification of the citywide curriculum. This involves following the broad outlines of citywide grade offerings in Grades 7, 8 and 9 with the addition of optional units on each grade level along with optional alternative patterns for covering the same general curriculum areas.

The basic curriculum has been modified first by moving part of Grade 7 American History (America in the Twentieth Century) into Grade 8, then by determining that certain units on each grade level are "required" for all children, while the remaining units are "optional." Additional "optional" units are added on each grade level which emphasize enrichment, skills, high interest topics and case studies. Optional "Action Units" may be included on each grade level to develop practical applications of social studies learning. In addition, alternatives based upon Law Studies, Sociology-Psychology and Citizenship are available as class options providing a differing pattern of curriculum coverage in relation to the broad basic curriculum offerings.

The Social Studies curriculum thus offers a flexible approach to coverage of the basic curriculum offerings, thus providing the teacher with the opportunity to adopt the work in each class to meet the needs and interests of each group of children.

Business Education is particularly designed to help the student select a career; learn about various businesses, industries and occupations; and make decisions on future high school and college choices.

The program in "General Business" is offered to children who do not require intensive instruction in Corrective Reading and are not programmed for Foreign Language.

The program is designed to introduce students to the fields of communications, banking, investments, purchasing, selling, advertising, business ownership, office practice and use of office machines. Continual emphasis is placed upon language arts and mathematics skill building in relation to business needs.

Each student in the program is enrolled as a member of the "Scouting America" Career Education Program. As part of this activity they visit businesses and industries and engage in a pupil fund-raising project to finance this activity, where necessary. This project provides both the needed funds and practical experience in business skills. The children participate in lectures and seminar-type discussions in which speakers from the business world explain their areas of business speciality.

English/reading has not had any major changes this year. The department is working on a curriculum for basic writing skills which will be formulated by the end of this year and put into practice for September.

We have continued a special film unit in seventh grade English given by Mr. Bozzo. Also in the seventh grade, Mr. Levine has been emphasizing writing. In reading we have instituted Mr. Widell's "developmental" individualized reading for students on or above grade level.

There has been an increase in PSEN small group reading offerings at the Main building. We have also gone a bit more to group lessons in all reading classes as the pendulum swings back from discrete skill teaching on reading.

The State Competency Test showed 86% of our students to be above basic competency. This is a high score and our coming emphasis on basic skills will take into account more of a developmental approach than a remedial approach.

The science department has offered a variety of courses especially suited to the needs and abilities of its pupils. Classes in the regular program followed the city course of study which includes units in all four of the basic areas of science. These basic units were also presented to pupils reading below grade level in a modified form, and with the use of textbooks and other materials suitable to the reading level of the class.

Pupils in the Two Year SP program covered the mandated units of work through comprehensive biology and earth science units in the seventh grade, and an IPS (Introductory Physical Science) course in the ninth grade. The IPS course was augmented by additional units in light, sound, and chemistry.

Gifted pupils in the Three Year SPE program and regular classes in the school's Enrichment-Mini-Schools took the Interaction of Matter and Energy course in the seventh grade, and Interaction of Man and The Biosphere in the eighth grade. In the ninth grade, SPE pupils took the Regents Earth Science Course while the regular pupils in the Enrichment Mini-School took the Time, Space, and Matter course.

Pupils in the science department took part in a school-wide Science Fair, the SEER program, and served as laboratory volunteers at Community Hospital. An extensive field trip program took our pupils to nearby parks, museums, the Aquarium, the Franklin Institute in Philadelphia, and the Pocono Environmental Education Center in Pennsylvania for a three day mid-winter stay.

The Intuitive Math Program, produced by Innovative Science, Inc., was introduced for remedial purposes and the Title I remedial math program for the seventh grade pupils was established at the annex. In addition, a tutoring program in mathematics was made available for all pupils before and during the school day. Computer programming was taught to all seventh and eighth grade SPE children and the continued acceleration program was in effect for SPE.

In the Foreign Language Department, the curriculum was revised in three foreign languages. Teachers made use of television taping to enrich Foreign Language classes.

Band, Strings and Chorus classes are introduced on each grade - 7, 8 and 9. In addition, each group performs at our Annual Concert held on one Friday and one Saturday evening in May.

Art classes in painting, drawing, collage and other art experiences are conducted in grades 8 and 9. Children contribute to many poster contests throughout the year and make decorations for the local hospital at Christmas time. Best works are displayed at our annual Art Festival which runs cooperatively with music department for a combined event where winners from each of five categories are awarded certificates. This year our art students won prizes in contests at Community Hospital and at Lever House.

Our coeducational classes receive instruction in a variety of sports and activities such as volleyball, stunts and tumbling and soccer. Classes are also conducted in basketball, football, and softball.

Shops are conducted in grades 8 and 9 in ceramics, graphic arts and wood and a modified Foods shop (modernization closed shop). In grade 7, a crafts program is run with full size classes.

The Enrichment Mini-School program is composed of four classes in each grade. Its pupils include the three year SPE classes, as well as high ability pupils. The program emphasizes independent and individualized work with extensive enrichment and acceleration in science and mathematics. The program during each of the three years includes five periods per week of independent study under the guidance of the four-teacher team assigned to the school. This team of teachers from the English, mathematics, science, and social studies departments teaches the four classes in each grade of the Enrichment Mini-School program in addition to the independent study period.

The program has provided for extensive flexibility in the utilization of class time and space. Classes and pupils are regrouped into small or large groups as the need develops. The time devoted to a specific subject is changed for various classes in accordance with class and teacher needs. Pupils go on many trips related to the curriculum. An especially popular and important part of the trip program is a three day trip to the Pocono Environmental Education Center during both the eighth and ninth grades.

Pupils carry out many community service projects such as: raising funds for charity, serving as tutors within the school and at nearby elementary schools, serving as laboratory volunteers at Community Hospital, and as volunteers at nursing homes near the school.

J.H.S. 278
1925 Stuart Street
Brooklyn, N.Y. 11229

Marine Park Junior High School in the school year 1977-78 continued to combine the best of the traditional with timely innovation.

This year we had a poet-in-residence! Robert Cohen had a tremendous impact on the students and teachers of the three classes with whom he worked, as well as on the entire school. The student anthology which resulted is a notable production.

A Parents' Association meeting was highlighted by an open house in the industrial arts, music, science lab, home economics, math and reading lab rooms, where parents observed students and teachers in action. Other departments such as gym, language arts, foreign language and social studies displayed their "wares" in dramatic presentations in the auditorium and in displays in the corridors.

The Earth Day celebration was the culmination of projects in every department. The celebration took the form of a tree-planting in memory of the late Nelson David Untermeyer, an Assistant Principal.

The school dietician has been lecturing in classrooms and conducting discussions concerning improved nutrition. More fruits and nuts as a substitute for sweets and junk foods are being offered in the school cafeteria.

The Marine Science program involves students in real experiences at the nearby creek. They learn about plants, animals, chemistry, weather, all our aspects of marine science through first-hand experiments.

We have a program called Foreign Language for Tourists. This program continues to be a successful substitute for formal academic language study with students of lesser ability. A smattering of Spanish, Italian, and French is taught to meet the needs of tourists. The interrelatedness of the three Romance languages and their influence on English are also stressed. "Eating Around the World" has been highlighted by the Foreign Language Department.

A highlight of the seventh grade language arts program is Mrs. Meisel's puppet theatre. The students make the puppets, write the original scripts, and perform.

A turkey dinner with all the traditional trimmings was served to the principals and Parents'Association presidents of the elementary schools which "feed our school. (They feed us children!) This was the opening event in our articulation program.

Students of the school work at Kings Plaza May 26 from 10:00 a.m. to 2:00 p.m. They engage in ceramic and other work and display their finished products.

Students displayed their art work at local banks.

The school maintains a Computer Math Club in which the students learn to use complex computers.

The Humans Relations Club runs poster and essay contests, collects for charity, and visits local institutions to spread cheer.

Our school has been pleased with the services of a Remedial Math Lab teacher who was assigned for part of the year.

Marine Park J.H.S. has launched a campaign called M.S. Read-a-thon designed to motivate students to read and, in the process, promote research in Multiple Sclerosis. Similarly to other campaigns, sponsors donate $.10 and up for each book the student reads.

LOOKING AHEAD

EDUCATION GOALS FOR THE SCHOOL YEAR 1978-79

To emphasize an intensive program in writing skills improvement

To improve competency in reading

To set speech improvement as a new and discrete area for improvement

To focus attention on the needs of the gifted

To improve the quality of education for special children in terms of their residual abilities

To switch emphasis in mathematics from "The New Math" to enhance problem solving and computation skills as well as automatic recall of fundamentals

To redefine social studies instruction

To rethink science as an area

To improve instruction in physical education

To emphasize the importance of self-directed learning

To improve the competency of students in consumer education

To improve attendance in District 22